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ABSTRACT

Intended for evaluation of local compliance with special education federal and state legal requirements, this compliance review document includes both the compliance requirements and the criteria by which compliance is determined during the onsite compliance review of Georgia local school systems and state-operated programs. Each legal requirement is addressed with criteria that specify expectations to be met for compliance. Individuals with Disabilities Education Act (IDEA) and state rule requirements are listed in the left column. The bullets on the right include specific criteria used in determining whether compliance with the requirements can be verified. Many requirements also contain data indicators. These local indicators provide guidance on results data that may be collected and reviewed when considering each requirement. The locally collected data can also be analyzed and reviewed by school system personnel to assist in improving results for students with disabilities. The document includes requirements and criteria for the following areas: child find, due process, protection in evaluation, Individualized Education Programs, free appropriate public education, least restrictive environment, confidentiality, personnel development, use of funds, local applications, and private schools. (CR)

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ED 452 645

Georgia
COMPLIANCE REVIEW
Self-Study FY 01

For the _____ School System

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Georgia Department of Education

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Division for Exceptional Students

August 2000

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COMPLIANCE REVIEW CRITERIA

Introduction

The Compliance Review Document includes both the compliance requirements and the criteria by which compliance is determined during the on-site Compliance Review of local school systems and state-operated programs (LSSs/SOPs). It serves as the Self-Study Inventory and enables the LSS/SOP and the Compliance Review team to use the same criteria for evaluation. The Division for Exceptional Students at the Georgia Department of Education intends to clearly communicate expectations for compliance with the Individuals with Disabilities Education Act (IDEA) and the *Georgia Special Education Rules*.

In preparing the criteria, the staff at Division for Exceptional Students utilized upon the expertise of parents and professionals serving on the Georgia IDEA Implementation Advisory Group and its subcommittees. Each subcommittee submitted recommendations for the compliance criteria for its assigned areas of IDEA implementation review. At the 1998 Special Education Administrators' Conference, suggestions for improvement of the Compliance Review Process were requested. Information from past surveys completed by special education directors at the end of on-site Compliance Reviews was also considered. The Division for Exceptional Students, in collaboration with other Georgia Department of Education personnel, completed a review of the requirements of IDEA and the Georgia Special Education Rules, adopted by the State Board of Education, July 2000. Any affected changes were incorporated into the existing document.

Each legal requirement is addressed with criteria that specify expectations to be met for compliance. IDEA and state rule requirements are listed in the left column. The bullets on the right include specific criteria used in determining whether compliance with the requirement can be verified. Many requirements also contain data indicators (asterisked items). These local indicators provide guidance on results data that may be collected and reviewed when considering each requirement. The locally collected data can also be analyzed and reviewed by school system personnel to assist in improving results for students with disabilities in their education programs.

The Compliance Action Plan (CAP) section will be used in the development of corrective action strategies in response to the Compliance Review Report for the LSS/SOP. It will be prepared by the Compliance Review Team and will specify the results which must be achieved for compliance to be verified. The CAP should be reviewed with the Compliance Review Report. The superintendent's or agency director's signature on the CAP indicates that the LSS/SOP will implement procedural correction activities

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needed to bring the system into compliance. Isolated compliance findings on the Compliance Review Report must be submitted with the CAP. Verification of the implementation of each corrective assurance statement will be completed during the post Compliance Review that will occur within one calendar year from the month of the on-site visit.

The Division for Exceptional Students intends for the Compliance Review Document to be used as an on-going local self-assessment. It is hoped that it will be made available to all special education staff, general education administrators, teachers and support personnel. It can serve as a valuable reference tool in meeting requirements of federal and state laws, rules and regulations.

The Compliance Review Document is available to parents of students with disabilities at their local school systems' special education office, at the Georgia Learning Resources System (GLRS) centers throughout the state, and is posted at the Georgia Department of Education web site, www.doe.k12.ga.us.

If there are comments or questions regarding the Compliance Review Document or process, please contact Mr. Philip H. Pickens, Interim Director, Division for Exceptional Students at (404) 656-3963 or by email at ppickens@doe.k12.ga.us.

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Georgia Special Education

COMPLIANCE REVIEW DOCUMENT

For Local School Systems and State-Operated Programs

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COMPLIANCE ACTION PLAN
FY ____
_____School System

This document is the Compliance Action Plan for the _____School System which addresses corrective actions to be taken in response to specific findings outlined on the Compliance Review Report. The corrective action assurance statements address all items that could not be verified as being in compliance with federal and state requirements regarding the education of students with disabilities during the on-site visit conducted on _____(date). The signed CAP is hereby submitted to Philip H. Pickens, Interim Director, Division for Exceptional Students, 1870 Twin Towers East, Atlanta, Georgia, 30334 within 30 days of the receipt of the Compliance Review Report.

As duly authorized representative, I certify that the _____ School System will implement these corrective actions by _____(month/year) which is one calendar year from the month of the on-site Compliance Review.

_____ _____

Superintendent's Signature Date Signed

I. CHILD FIND	Verified	Not Verified
☐ **Ia.** All students with disabilities residing in the geographical area of the local school system (LSS), including students with disabilities attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated.		
☐ **Ib.** The LSS has implemented a practical method to determine which students with disabilities are currently in need of special education and related services and has placed the students into special education programs within required timelines.		

II. DUE PROCESS

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Verified Not Verified

a student with a disability and to determine the educational needs of the student.

☐ **IIb.** The LSS provides notice to the parents of a student with a disability in accordance with federal and state requirements, before conducting initial evaluations and reevaluations that the agency proposes.

☐ **IIc.** Parents are informed of all procedural due process procedures/Parents' Rights.

☐ **IId.** The LSS ensures that all due process procedures are followed as outlined in *Georgia Special Education Rules* for independent evaluations, surrogate parents, native language, mediation, formal complaints and due process hearings, or expedited due process hearings.

III. PROTECTION IN EVALUATION

☐ **IIIa.** The LSS ensures that tests and other evaluation materials and procedures are selected and administered according to state rules.

☐ **IIIb.** The LSS has implemented procedures for conducting initial evaluations and reevaluations in a timely manner.

☐ **IIIc.** The LSS has implemented procedures for eligibility determinations in accordance with state eligibility requirements for students with disabilities who are placed into special education and related services programs.

☐ **IIId.** The LSS ensures that parents participate in all aspects of the identification, evaluation and placement process and receive copies of all evaluation and eligibility reports.

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COMPLIANCE ACTION PLAN
FY ____
_____School System

	Verified	Not Verified

IV. INDIVIDUALIZED EDUCATION PROGRAMS

☐ **IVa.** The LSS uses a variety of strategies to involve parents and students with disabilities, as appropriate, of all IEP/Placement meetings to ensure their participation.

☐ **IVb.** The LSS has developed IEPs and transition services that meet all requirements of the IDEA and *Georgia Special Education Rules*, as appropriate, for students with disabilities.

☐ **IVc.** The LSS has implemented procedures for the transition of all preschool students from Early Intervention Programs into local special education programs in a timely manner.

☐ **IVd.** The LSS has provided copies of IEPs to parents of students with disabilities before the IEP is implemented.

☐ **IVe.** The LSS has implemented procedures to ensure participation of general education teachers and other required members at IEP/Placement meetings, has made IEPs accessible to general and special educators, related service and other service providers, and has informed them of their responsibilities related to implementing the students' IEPs.

☐ **IVf.** The LSS develops and implements IEPs in a timely manner.

☐ **IVg.** The LSS ensures the development of IEPs and the rights of students with disabilities at a public or private facility other than the LSS who are referred to the LSS and may be eligible to receive special education and related services.

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V. FREE APPROPRIATE PUBLIC EDUCATION

☐ **Va.** The LSS ensures that a free appropriate public education (FAPE) is provided to all students with disabilities, according to their IEPs, within age ranges, and at no cost to parents.

☐ **Vb.** The LSS ensures the provision of FAPE within caseload and class size requirements.

☐ **Vc.** The LSS ensures the provision of FAPE related to the monitoring of hearing aids and other auditory devices, transportation services and that students with disabilities participate in a variety of educational programs and services.

☐ **Vd.** The LSS has provided adequate classroom facilities for all special education programs and related services.

☐ **Ve.** All students with disabilities placed in alternative educational settings and who are in need of special education and related services, are receiving a Free Appropriate Public Education (FAPE).

☐ **Vf.** The LSS has implemented a practical method to determine special education and related services for students with disabilities who are currently in an alternate educational setting.

VI. LEAST RESTRICTIVE ENVIRONMENT

☐ **VIa.** The LSS ensures that there are opportunities for students with disabilities, including students in public agencies, private institutions, and other care facilities, to be educated with students who are not disabled to the maximum extent appropriate,

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Verified Not Verified

and that they are being educated in accordance with appropriately developed IEPs that meet the unique needs of the student.

☐ **VIb.** The LSS ensures that removal of students with disabilities from the regular education environment occurs only when the nature and severity of the disability is such that education in the regular class with supplemental aids and services cannot be achieved satisfactorily.

☐ **VIc.** The LSS ensures that placements of students with disabilities in the least restrictive environment are based on appropriately developed IEPs and that placement decisions are documented in the IEP committee minutes.

☐ **VId.** The LSS has available a full continuum of alternative placements, delivery models, and supplementary aids and services to be provided in conjunction with regular class placements for all students with disabilities to receive FAPE according to the IEP.

VII. CONFIDENTIALITY

☐ All requirements for confidentiality of personally identifiable information are being implemented in the LSS/SOP.

VIII. COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT AND SCHOOL IMPROVEMENT

☐ **VIIIa.** The LSS maintains and supports a system of staff development that includes procedures for training on research findings, best practices, legal requirements, etc.

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	Verified	Not Verified

☐ **VIIIb.** The LSS employs appropriately certified and/or licensed professionals and assigns students with disabilities based on certification.

IX. USE OF FUNDS

☐ Federal funds are expended according to priorities outlined in the *Georgia State Special Education Rules*.

X. LOCAL APPLICATIONS

☐ **Xa.** The LSS has an approved comprehensive plan for special education.

☐ **Xb.** The LSS furnishes to the Georgia Department of Education all accurate required reports in a timely manner.

XI. PRIVATE SCHOOLS

☐ **XI.** The LSS consults with appropriate representatives of private schools to determine how to locate, evaluate, and provide special education and related services to students with disabilities enrolled by their parents in a private school.

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I. CHILD FIND	CRITERIA:
1a. Students with disabilities are located through an ongoing process that includes a prereferral process (Student Support Team-SST) **in the local school system.** **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	☐ The LSS/SOP has written policies and procedures for Student Support Teams (SST). ☐ Students' records contain required documentation from the SST of strategies and modifications attempted before referral to special education. ☐ When the SST process was bypassed and the student was referred directly to special education, there is documentation of the reason for the bypass. ☐ The SST process is implemented for students suspected of having any category of disability, including speech-language impairments, unless there is a documented reason for a direct referral to special education. ☐ Preschool students with suspected disabilities can be referred to special education without going through the SST process. ☐ Referral for preschool special education services are documented from a variety of sources such as parents, day care centers, doctors, Head Start, Pre-K programs or other appropriate sources. **NOTE: Any asterisked item included on a compliance requirement criteria page indicates local data which should be collected, analyzed, and used in local planning to address improved results for students with disabilities.**
DATA SOURCES: Prereferral process and procedures. Local data. Special education referral process for location of students. Child Find/Child Serve activities. Length of time between special education referral and placement. Interagency/DHR Checklists.	
COMMENT:	

34 CFR 300.125

I. CHILD FIND 1b. Students with disabilities are located through an ongoing process that includes a prereferral process from **outside of the local school system.** **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ There are written Child Find policies and procedures for the identification, location, and evaluation of all students with disabilities, regardless of the severity of the disability, and who are in need of special education and related services. ☐ Child Find activities are implemented to identify, locate and evaluate: ☐ Students enrolled in the LSS/SOP ☐ Students who are individually suspected of having a disability and are in need of special education and related services, even though they are progressing from grade to grade. ☐ Students attending private schools who are residents of the local school system ☐ Students attending charter schools within their school district and are attending any charter school in their area that is designated as an individual school system. ☐ Students who are highly mobile, such as homeless/migrant students. ☐ Students in community programs or services.(medical services, rehabilitation centers, daycare centers, etc,) ☐ Preschool students, which include three- and four year olds, and five-year olds not yet eligible for state funded kindergarten. ☐ Children with disabilities from birth to two years of age who will transition into the LSS/SOP at age three from Early Intervention programs. ☐ Students, 18-21 years of age, who are incarcerated in facilities operated by the Department of Corrections and who had been identified as a student with a disability. ☐ Child Find activities include community awareness through such means as radio, newspaper or television stories and/or brochures to local agencies and services (Head Start, child care centers, doctors' and dentists' offices, Early Intervention programs, the Department of Family and Children's Services, health departments, mental health agencies, private facilities, etc.). ☐ Child Find activities may be implemented independently by the LSS/SOP or collaboratively with the local Georgia Learning Resources System (GLRS) Center. ☐ Documentation verifies that the LSS/SOP has implemented Child Find activities annually.

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DATA SOURCES: Prereferral process and procedures. Special education referral process for location of students. Child Find/Child Serve activities. Child Find policies and procedures.
COMMENTS:

34 CFR 300.125,451

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COMPLIANCE REVIEW DOCUMENT
FY 01

I. CHILD FIND	CRITERIA:
2. All students with disabilities being placed into special programs in accordance with required **timelines within and outside of the local system schools.** **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	☐ The LSS/SOP maintains documentation that verifies the timeline for evaluation and placement of students within the LSS/SOP and for students referred to special education from sources outside of the LSS. ☐ The documentation includes the dates necessary to determine if timelines have been met. ☐ Adequate documentation is maintained in students' records to address any extenuating circumstances that caused the timeline to be exceeded. ☐ Documentation indicates that steps are being taken to address the circumstances causing the delay, e.g., illness, unusual evaluation needs, revocation of parent's consent for evaluation. ☐ The LSS/SOP has procedures for the timely identification, evaluation and placement of students with disabilities who transfer into the school system. **Timelines:** For the **FY 2000-2001** school year: ☐ An IEP is developed within 75 calendar days from receipt of parent's consent for initial evaluation to the development of the IEP. The winter and spring holiday period, when students are not in attendance for at least five consecutive days, shall not be counted toward the 75 calendar day timeline. During the summer vacation period, a 100 calendar day timeline will be in effect beginning 30 calendar days prior to the last school day of the local school calendar. (For the **FY 2001-2002** school year: An IEP is developed within 60 calendar days from receipt of parent's consent for initial evaluation to the development of the IEP. The winter and spring holiday period, when students are not in attendance for at least five consecutive days, shall not be counted toward the 60 calendar day timeline. During the summer vacation period, a 90 calendar day timeline will be in effect beginning 30 calendar days prior to the last school day of the local school calendar.)
DATA SOURCES: In-school special education identification procedures. Local data. Interviews or questionnaires. Incidence figures identified per program area. Students' records. Timeline logs.	
COMMENTS:	

34 CFR 300. 343

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II. DUE PROCESS 3a. All students have signed **parental consents for initial evaluation and initial placement.** [Note: Whenever the term "parental" or "parent" is used, it refers to the parent(s), guardian(s) or surrogate parent(s) of the student with a disability.] **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ Students' records contain signed parental consent for conducting initial evaluation. ☐ Students' records contain signed parental consent for initial placement dated before special education and related services are provided. ☐ When consent for evaluation or placement is refused by the parent, documentation is maintained of follow-up mediation or due process hearing procedures. ☐ The forms used by the LSS/SOP for parental consent for evaluation and parental consent for placement contain all required components as indicated in the state recommended form. ☐ Parental consent for evaluation is obtained for any evaluation, including assistive technology evaluations, other than mass screenings or routine classroom data collection and assessment. **NOTE: Any asterisked item included on a compliance requirement criteria page indicates local data which should be collected, analyzed, and used in local planning to address improved results for students with disabilities.**
DATA SOURCES: Student records. Interviews or questionnaires. Forms.	
COMMENTS:	

34 CFR 300. 505

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II. DUE PROCESS 3b. All students have signed **parental consents for reevaluation.** **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ Students' records contain a signed consent for reevaluation when the IEP team determines additional data are needed. ☐ When the parent does not respond to the request for consent for reevaluation, students' records contain documentation that the LSS/SOP has taken reasonable measures to obtain consent for reevaluation. If so, the triennial reevaluation can take place without parental consent. ☐ When the parent refuses to give consent for reevaluation, documentation is maintained of the follow-up mediation or due process hearing, if any. ☐ The form used by the LSS/SOP for parental consent for evaluation/reevaluation contains all required components as indicated in the state recommended form.
DATA SOURCES: Student records. Interviews or questionnaires. Forms.	
COMMENTS:	

34 CFR 300.505

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DUE PROCESS	CRITERIA:
4. **Written notice** is provided to parents (and/or students, at age 18) a reasonable time before the school system proposes to initiate or change, or refuses to initiate or change the **identification, evaluation, educational placement,** related services, or the provision of a free appropriate public education (FAPE) of the student. **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	☐ **NOTE: A copy of the IEP including the placement minutes and a copy of Parents' Rights serve as written notice.** ☐ Documentation verifies that parents (and/or students, at age 18) are provided with written notice within a reasonable amount of time before the school system proposes to initiate or change or refuses to initiate or change: ☐ The identification of a student with a disability; ☐ Written notice within a reasonable amount of time before the school system proposes to initiate/change or refuses to initiate/change the identification of a student with a disability. ☐ The evaluation of a student with a disability; ☐ A written notice when the LSS/SOP proposes to evaluate or refuses to evaluate a student. ☐ A copy of Parents' Rights when the LSS/SOP proposes or refuses to evaluate a student. ☐ Written notice so that the parents have a reasonable amount of time to respond (approximately 7-10 days). NOTE: Written notice is not required for mass screenings, routine classroom data collection, or routine instructional assessment in the classroom. ☐ The educational placement (special education and/or related services) of a student with a disability; ☐ Reasonable notice in advance of all IEP/Placement meetings. ☐ A copy of the IEP and placement minutes far enough in advance to have a reasonable opportunity to respond before the initial placement or change in placement is implemented (approximately 7-10 days). ☐ When parents attend the IEP/Placement meeting and agree with the IEP and placement, the IEP may be implemented immediately. ☐ When the parents do not attend the IEP/Placement meeting, the implementation date for the IEP is projected to allow a reasonable amount of time for the parents to receive the IEP and respond before the IEP is implemented.

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	☐ A copy of the IEP, including the placement minutes, before the initial placement is implemented. This document serves as notice of the proposed initial placement. ☐ A copy of the IEP, including placement minutes, before any change in placement is implemented. This document serves as notice of the proposed change in placement. ☐ Copies of the IEP and placement minutes are provided to parents when any changes are made to the IEP. This includes changes such as: a change in special education or related services to be provided, a change in the amount of time for special education or related services, any revision of goals/objectives/ benchmarks, or revision of transition services, etc. ☐ A copy of the IEP, including the placement minutes, to serve as notice of any refusal to place or change placement. ☐ A copy of Parents' Rights when placement or changes in placement are proposed or refused. ☐ If an action is refused by the LSS/SOP prior to IEP development, notice must be given through a letter or other form. ☐ Graduation from high school with a regular education diploma constitutes a change in placement and the LSS/SOP provides written prior notice to the parents. ☐ The provision of a free appropriate public education (FAPE) to a student with a disability. ☐ Documentation verifies that parents (and students, at age 18) are provided a copy of the IEP, including placement minutes, and a copy of Parents' Rights before FAPE or changes in FAPE are implemented or refused.
☐ **DATA SOURCES:** Copies of forms used to notify parents of IEP/Placement meetings. Interviews or questionnaires. Person responsible for the notice. Student records.	
COMMENT:	

34 CFR 300.503-504

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II. DUE PROCESS 5. The **written notice** (a copy of the IEP, including the placement minutes, and a copy of Parents' Rights) **contains**: **COMPLIANCE:** ☐ Verified ☐ Not Verified ☐ Systemic ☐ Isolated	**CRITERIA:** ☐ A description of tests, procedures, or reports to be used as a basis for decisions. ☐ Documentation verifies that IEPs, including the present level of educational performance and placement minutes, provide a description of the tests, procedures, or reports used as a basis for decisions. ☐ The consent for evaluation form includes a description of the possible tests, assessments, and instruments that may be used in evaluating the student. ☐ A full explanation of Parents' Rights. ☐ The Parent's Rights form used by LSS/SOP includes all components of the Parents' Rights statement provided by the Georgia Department of Education (August 1997). ☐ Documentation verifies that parents are provided with copies and an explanation of the Parents' Rights statement: ☐ Upon initial referral for evaluation. ☐ Upon each invitation to an IEP meeting ☐ Upon evaluation of the student ☐ Upon receipt of a request for mediation or for an impartial due process hearing ☐ Upon notification of any proposed change in the eligibility or the educational placement of the student. ☐ The written notice contains a description of other factors that are relevant to the proposal or refusal. ☐ The written notice is written in language that is understandable to the general public. ☐ Parents and staff are appropriately informed about parental rights and responsibilities. ☐ Parents receive notice of places to contact for assistance in understanding the procedural safeguards/parents' rights.
DATA SOURCES: Copies of notice forms. Local data. Interviews or questionnaires. Parent's Rights form used by the LSS/SOP. Students' records. IEPs, including placement minutes.	
COMMENT:	

34 CFR 300.503

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II. DUE PROCESS	CRITERIA:
6. The **native language or mode of communication** of the parents used for all forms and at all meetings. **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	☐ Due process forms are available in the most commonly used languages in the geographic area of the LSS/SOP. ☐ Due process forms are provided in the primary language or mode of communication of the parents. ☐ Oral notification in person or by phone is documented for parents who are known to be unable to read. ☐ If the primary language of the parents is not English, the LSS/SOP documents that a translator is provided for IEP/Placement meetings. ☐ If the primary mode of communication of the parents is sign language, a sign language interpreter is provided for IEP/Placement meetings.
DATA SOURCES: IEPs, including placement minutes. Interviews or questionnaires. Copies of LSS/SOP due process forms and translated forms. Students' records.	
COMMENT:	

34 CFR 300.19, 300.503

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II. DUE PROCESS	CRITERIA:
7. Due process procedures followed as outlined in the *Georgia Special Education Rules* in the event of **mediation, a formal complaint, a due process hearing,** or an expedited due process hearing. **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	☐ When a parent or the LSS/SOP requests mediation, a due process hearing and/or an expedited due process hearing, the appropriate procedures are followed. ☐ The LSS/SOP documents implementation of the mediation agreement or administrative law judge's orders, if any. ☐ The LSS/SOP provides information to the Division for Exceptional Students as required for the investigation and resolution of formal complaints. ☐ The LSS/SOP documents implementation of corrective actions, if any, which result from resolution of the formal complaint.
DATA SOURCES: Records of mediations, hearings, formal complaints, if any. Interviews or questionnaires.	
COMMENT:	

34 CFR 300.506-511

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II. DUE PROCESS 8. The LSS/SOP assign appropriately trained **surrogate parents** to those students with disabilities who are in need of one. **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** The LSS/SOP assigns surrogate parents to represent students with disabilities when: ☐ The parents are not known/or no parent can be identified. ☐ The LSS/SOP, after reasonable efforts, cannot discover the whereabouts of the parent. ☐ The student is a ward of the State under the laws of Georgia. ☐ The LSS/SOP has a list of individuals who have been trained, meet all the requirements specified in the *Georgia Special Education Rules,* and are available to serve as surrogate parents.
DATA SOURCES: Written LSS/SOP policies and procedures. Students' records. Interviews or questionnaires.	
COMMENT:	

34 CFR 300.515

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II. DUE PROCESS 9. The LSS/SOP implements appropriate procedures for **independent educational evaluations.** **COMPLIANCE:** ☐ Verified ☐ Not Verified ☐ Systemic ☐ Isolated	**CRITERIA:** ☐ The LSS/SOP provides parents, on request, information about where independent educational evaluations may be obtained and documents having done so in the student's record. ☐ A list is maintained of independent educational evaluations that have been obtained at public expense. ☐ If the parent obtains an independent educational evaluation at private expense: ☐ The results of the evaluation must be considered by the public agency, if it meets the agency criteria, in any decision made with respect to the provision of FAPE to the student; and ☐ May be presented as evidence at a hearing. ☐ Due process hearing documentation indicates that independent educational evaluations were presented as evidence at hearings, if so requested. ☐ If the parent requests an independent educational evaluation, the LSS/SOP asks for the parent's reason why he/she objects to LSS/SOP evaluation and the LSS/SOP may request an impartial due process hearing to show that its evaluation is appropriate. ☐ Accounting records indicate that independent educational evaluations are at public expense when the evaluation is requested as part of a hearing by an administrative law judge; or when the parent disagrees with the evaluation of the agency. ☐ Independent educational evaluations meet the same criteria as LSS/SOP initiated evaluations. ☐ The LSS/SOP maintains a copy of the certificate or license (or the number on the certificate or license) and the expiration date for individuals listed as independent evaluators. ☐ Individuals with appropriate certification or licensure complete independent educational evaluations. ☐ Independent educational evaluation reports appropriately document evaluation procedures, results, and the evaluator's interpretation of the results.
DATA SOURCES: Written LSS/SOP policies and procedures. Students' records. Interviews or questionnaires. List of independent evaluators. Accounting records. Due process hearing documents. Records of licenses or certificates of the evaluators.	
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34 CFR 300.502

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III. PROTECTION IN EVALUATION 10a. **Tests**, other evaluation materials, and procedures are selected and administered so as not to be **racially or culturally discriminatory**. **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ Tests and other evaluation procedures are chosen so as not to be racially or culturally discriminatory. ☐ The assessment instruments chosen are constructed to measure the domain to be evaluated. **NOTE: Any asterisked item included on a compliance requirement criteria page indicates local data which should be collected, analyzed, and used in local planning to address improved results for students with disabilities.**
DATA SOURCES: Battery of tests utilized. Psychological and other evaluation reports. Interviews or questionnaires. Students' records.	
COMMENT:	

34 CFR 300.530, 531, 532

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III. PROTECTION IN EVALUATION 10b. **When administered to a student with impaired sensory, manual or speaking skills,** the test results accurately reflect the student's aptitude or achievement level, rather than the impaired sensory, manual or speaking skills, except when it is those skills that the test is intended to measure. **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ Appropriate instruments, procedures and accommodations are used for students with sensory, manual or speech/language impairments. ☐ When nonstandard administration is necessary, this is noted and results are thoroughly documented.
DATA SOURCES: Battery of tests utilized. Psychological and other evaluation reports. Interviews or questionnaires. Students' records.	
COMMENT:	

34 CFR 300.530, 531, 532

III. PROTECTION IN EVALUATION 10c. a **Tests**, other evaluation materials, and procedures are selected and administered are selected so that any standardized tests given have been **validated for the purpose for which they are used.** **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ Testing is completed in accordance with instructions provided by the producer of each test.
DATA SOURCES: Battery of tests utilized. Psychological and other evaluation reports. Interviews or questionnaires. Students' records.	
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34 CFR 300.530, 531, 532

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III. PROTECTION IN EVALUATION 10d. **Tests**, other evaluation materials, and procedures that are selected and administered are technically sound instruments that may **assess cognitive and behavioral factors in addition to physical or developmental factors.** **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ See items 10a. b. & c. above. Testing is multi-factored and comprehensive, addressing each area of suspected disability.
DATA SOURCES: Battery of tests utilized. Psychological and other evaluation reports. Interviews or questionnaires. Students' records.	
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34 CFR 300.530, 531, 532

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III. PROTECTION IN EVALUATION 10e. **Tests**, other evaluation materials, and procedures are provided and administered in the **student's native language or mode of communication.** **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ When English is not the student's primary language, documentation in the student's record indicates that tests have been administered in the student's native language or other mode of communication when feasible. See items 10a., b., c., & d. above. ☐ When a student uses a mode of communication other than speech (i.e., augmentative communication device, sign language, etc.) documentation in the student record indicates that the tests were administered in the student's mode of communication and that the alternate mode of communication is permitted as a response mode.
DATA SOURCES: Battery of tests utilized. Psychological and other evaluation reports. Interviews or questionnaires. Students' records.	
COMMENT:	

34 CFR 300.530, 531, 532

III. PROTECTION IN EVALUATION 10f. **Tests**, other evaluation materials, and procedures **use more than a single procedure and information from multiple sources** in the determination of eligibility and the development of an appropriate educational program. **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ Data in the students' records document that more than a single procedure and more than one source of information are used for determining eligibility and educational needs. ☐ The assessments are tailored to the individual, the nature of the referral problem, and pertinent information gathered during previous assessments (SST, etc.).
DATA SOURCES: Battery of tests utilized. Psychological and other evaluation reports. Interviews or questionnaires. Students' records.	
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III. PROTECTION IN EVALUATION 10g. **Tests**, other evaluation materials, and procedures are selected and administered so as to **assess all areas related to the suspected disability.** **COMPLIANCE:** ☐ Verified ☐ Not Verified ☐ Systemic ☐ Isolated	**CRITERIA:** ☐ Evaluation data are gathered to address all suspected areas of disability and educational needs including present level of performance, modifications in regular class settings, eligibility and/or other service needs. ☐ Evaluations are appropriately administered, including evaluations for children transitioning from early intervention programs (Part C). ☐ Comprehensive evaluations are provided when needed at no cost to parents. ☐ If information in the IEP (present level of performance, minutes, etc.) indicates the need for additional evaluation to address a suspected disability or service need, there is documentation that the needed evaluation was completed. ☐ For students with visual impairments, a learning media assessment is completed. ☐ For students with hearing impairments, an annual audiological evaluation is completed. ☐ Comprehensive individual student assessment data includes the following, as appropriate: ☐ Health/medical data. ☐ Hearing and vision status. ☐ Social and emotional status. ☐ Cognitive/intellectual skills. ☐ Adaptive behavior in a variety of situations. ☐ Academic and educational performance. ☐ Communication skills. ☐ Motor skills. ☐ Sociocultural factors. ☐ Other areas, as appropriate. ☐ Vocational assessment information ☐ Assistive technology evaluation information
DATA SOURCES: Battery of tests utilized. Psychological and other evaluation reports. Interviews or questionnaires. Students' records.	
COMMENT:	

34 CFR 300.530, 531, 532

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III. PROTECTION IN EVALUATION 10h. **Tests**, other evaluation materials, and procedures are selected and **administered by trained and knowledgeable personnel**. **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ Tests are administered, scored, and interpreted by qualified personnel in accordance with instructions provided by the producer of the test. ☐ Individuals who administer tests meet the applicable Professional Standards Commission certification and/or state license requirements.
DATA SOURCES: Battery of tests utilized. Psychological and other evaluation reports. Interviews or questionnaires. Students' records.	
COMMENT:	

34 CFR 300.530, 531, 532

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III. PROTECTION IN EVALUATION 10i. **Tests**, other evaluation materials, and procedures are selected to provide relevant **information that directly assists in the determination of educational needs.** **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ There is a clear relationship documented in the students' records between assessment results, the present level of performance and the educational needs identified for individual students. ☐ Psychological reports address the educational needs of the student. ☐ Parents provide information that is used in the evaluation process. ☐ Evaluation results/information addresses assessment of the student's needs in order to effect progress in the general curriculum (or, for preschool students, participation in age appropriate activities).
DATA SOURCES: Battery of tests utilized. Psychological and other evaluation reports. Interviews or questionnaires. Students' records.	
COMMENT:	

34 CFR 300.530, 531, 532

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III. PROTECTION IN EVALUATION 11. **Hearing and vision screenings** are completed prior to the evaluation. **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ Hearing and vision screenings are conducted prior to considering educational and/or psychological evaluations using procedures appropriate to the age and developmental level of the student. ☐ Results of hearing and vision screenings are appropriately documented in the students' records. ☐ When it is not possible to determine vision or hearing status for a student who is difficult to test using standard screening procedures (i.e., very young students, students with profound disabilities, etc.), the local school system uses alternative strategies or refers the student to the appropriate professional for evaluation. ☐ Results of hearing and vision screenings are no older than one calendar year at the time of the educational evaluation and/or psychological testing. ☐ The LSS/SOP has a policy and procedure for follow-up evaluations by appropriate professionals for students with disabilities who fail vision or hearing screenings. ☐ Documentation verifies that psychological/educational evaluations do not occur until follow-up evaluation and correction of the hearing and/or vision difficulty, if recommended, have occurred. ☐ When a sensory difficulty is determined by an appropriate professional to be uncorrectable, psychological and/or educational testing may proceed with necessary modifications as determined by qualified examiner(s) and/or the IEP/Placement team. ☐ A new vision and hearing screening is completed when the IEP/Placement team determines that *any* new data are needed for reevaluation (beyond what is already available) or when the parent requests a reevaluation. ☐ When the IEP/Placement team recommends that no additional data are needed and the parent agrees, new vision and hearing screenings are not required.
DATA SOURCES: Students' records. LSS/SOP policies and procedures. Evaluation/reevaluation tracking documentation. Interviews or questionnaires.	
COMMENT:	

34 CFR 300.532

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III. PROTECTION IN EVALUATION 12a. The LSS/SOP ensures that **placement decisions are made by the IEP team** that is knowledgeable about the student, evaluation data and placement options. **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ Placement decisions are made by persons knowledgeable about the student and evaluation data. The IEP/Placement team includes: ☐ Parents of the child. ☐ At least one regular education teacher of the student (as appropriate according to IDEA 1997). ☐ One special education teacher or provider. ☐ A local school system representative. ☐ An individual who can interpret the instructional implication of evaluation results (may be dual role). ☐ Others who have special knowledge or expertise regarding the student. ☐ Placement decisions are made based on a completed IEP developed by an appropriate IEP/Placement team. ☐ If psychological evaluations include recommendations for placement into a special education program, it is made clear that the final placement decision is made by the IEP/Placement team. ☐ Placement is determined after the complete IEP is developed. ☐ Parents' active involvement in decision-making for their child increases * Active involvement by parents in placement decisions increases.
DATA SOURCES: Membership of IEP/Placement team. Procedures for evaluations, eligibility, IEP and placement meetings. Interviews or questionnaires. IEPs, including placement minutes. Students' records. Local data.	
COMMENT:	

34 CFR 300.552

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III. PROTECTION IN EVALUATION 12b. The LSS/SOP ensures that **information from a variety of sources is carefully documented and considered.** COMPLIANCE: ☐ Verified ☐ Not Verified ☐ Systemic ☐ Isolated	CRITERIA: ☐ Decisions are made by carefully considering all relevant data from a variety of sources. ☐ Data must be appropriately documented in the students' records (eligibility reports, IEPs, placement committee minutes, evaluation reports, etc.). See descriptors for item 10a-10i.
DATA SOURCES: Membership of IEP/Placement team. Procedures for evaluations, eligibility, IEP and placement meetings. Interviews or questionnaires. IEPs, including placement minutes. Students' records.	
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34 CFR 300.530,531,531

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III. PROTECTION IN EVALUATION 12c. The LSS/SOP ensures that **parents** of each student with a disability **are members of any group that makes placement decisions.** **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ The students' records include notices/invitations and/or other documentation of attempts to involve parents in eligibility, IEP, and/or placement committee meetings. ☐ Documentation supports that placement decisions have not been made at any meetings when the parents were not invited. ✳ Parents' active involvement in decision-making for their child increases. ✳ Active involvement by parents in placement decisions increases
DATA SOURCES: Membership of IEP/Placement team. Procedures for evaluations, eligibility, IEP and placement meetings. Interviews or questionnaires. IEPs, including placement minutes. Students' records. Local data.	
COMMENT:	

34 CFR 300.501

III. PROTECTION IN EVALUATION Students with disabilities are **reevaluated at least every three years** in accordance with the following requirements: 13a. The IEP team and other qualified **professionals review existing data** and determine what, if any, additional data are needed. **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ Documentation verifies that students with disabilities are reevaluated at least every three years, beginning with the IEP team members reviewing existing data and determining if additional data are needed. ☐ Documentation verifies that the IEP team members review existing evaluation data at least every three years including: ☐ Evaluations and information provided by the parents. ☐ Current classroom-based assessments and observations. ☐ Observations by teachers and related services providers. ☐ Documentation verifies that the IEP team members, based on that review, including input from parents, identifies what additional data, if any, are needed to determine: ☐ Whether the student has a disability (or in the case of a reevaluation of the child, whether the child continues to have a disability). ☐ The present level of performance and educational needs of the student. ☐ Whether the student needs special education and related services, or in the case of a reevaluation of a student, whether the student continues to need special education and related services. ☐ Whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in the IEP and to participate, as appropriate, in the general curriculum. **NOTE: The review of existing data may be conducted without a meeting.** ☐ The IEP team members consider what data are needed and complete any assessments necessary to redetermine eligibility no later than three years from the date of the last eligibility determination. ☐ The IEP team members may discuss the additional data needed to determine eligibility at an IEP meeting up to one year before the triennial due date. ☐ The IEP team members may also meet to discuss the additional data when the student's teacher or parents requests a reevaluation or at anytime conditions warrant.
DATA SOURCES: Procedures for reevaluation. Interviews or questionnaires. Reevaluation logs and timelines. Due dates. Reevaluation: Notice of Special Considerations form. IEPs, including placement minutes.	
COMMENT:	

34 CFR 300.533

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III. PROTECTION IN EVALUATION 13b. The LSS/SOP **administers such tests and other evaluation procedures** needed to produce the data identified by the IEP/ Placement team or, per parent or teacher request, to determine whether the student continues to be a student with a disability. **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ Documentation verifies that the LSS/SOP administers tests and other evaluation procedures as needed to produce the data as identified under item 13a. above.
DATA SOURCES: Procedures for reevaluation. Interviews or questionnaires. Reevaluation logs and timelines. Due dates. Reevaluation: Notice of Special Considerations form. IEPs, including placement minutes.	
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III. PROTECTION IN EVALUATION 13c. When the IEP team determines **no additional data are needed**, the LSS/SOP notify the student's parents of that determination and the reasons for it, of their right to request an assessment, and that an assessment will not be conducted unless requested by the parent. **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** When the IEP team members conclude that additional data are not needed to determine whether the student continues to be a student with a disability, documentation verifies that the LSS/SOP notifies the student's parents: ☐ Of that determination and the reasons for it (by the use of the state recommended Special Considerations form or similar means). ☐ Of their right to request an assessment to determine whether the student continues to be a student with a disability. ☐ That an assessment will not be done unless the parent(s) request one. ☐ When the IEP team members determine that no additional data are needed, that decision is documented in students' records. ✳ Parents' active involvement in decision-making for their child increases. ✳ Active involvement by parents in placement decisions increases.
DATA SOURCES: Procedures for reevaluation. Interviews or questionnaires. Reevaluation logs and timelines. Due dates. Reevaluation: Notice of Special Considerations form. IEPs, including placement minutes. Local data.	
COMMENT:	

34 CFR 300.533

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III. PROTECTION IN EVALUATION 14a. The LSS/SOP **determines students' eligibility for special education** based on the requirements in the *Georgia Special Education Rules* for students with **Autism.** **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ There are sufficient data in students' records to support eligibility decisions in accordance with the current eligibility requirements for students with autism. ☐ Results of a comprehensive psychological evaluation are documented. ☐ Documentation of intellectual functioning includes the date of the evaluation, the instruments used and documentation of the results. ☐ Documentation of adaptive behavior includes the results of formal or informal assessments. If a formal assessment was done, the date(s) and instrument(s) used are indicated. ☐ Results of the educational evaluation are documented in a description of the student's educational performance and current functioning levels. ☐ The results of a formal or informal/anecdotal educational evaluation are documented. If a formal assessment was done, the instrument(s) used and date(s) are indicated. ☐ Results of the communication evaluation are documented. ☐ The results of a formal or informal/anecdotal assessment of verbal and nonverbal communication are described. If a formal assessment was done, the instrument(s) used and date(s) are indicated. ☐ Results of a behavioral evaluation are documented, as appropriate for the individual student: ☐ The documentation includes results of formal or informal/anecdotal assessments of such areas as social interaction and participation, peer and adult interactions, capacity to relate to others, stereotypical behaviors, resistance to change, atypical responses to sensory stimuli, persistent preoccupation with or attachment to objects, or other behaviors often associated with autism. If a formal assessment was done, the instrument(s) and date(s) are indicated. ☐ The developmental history is documented and includes developmental differences and delays and the approximate age of onset.

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Autism (Eligibility continued)	☐ Information in the students' records verifies the relationship between the eligibility criteria for autism and the evaluation results for the individual student by identifying and documenting the characteristic areas of autism. ☐ Developmental rates and sequences and the basis for determination. ☐ Social interaction and participation and the basis for determination. ☐ Verbal and nonverbal communication and the basis for determination. ☐ Sensory processing, if appropriate for the individual student, and the basis for determination. ☐ Repertoire of activities and interests, if appropriate, and the basis for determination. ☐ The conclusion statement documents the characteristics of autism noted in these areas and how they adversely affect the student's educational performance.
DATA SOURCES: Students' records. Eligibility reports. Evaluation reports. Special Considerations form. Medical reports.	
COMMENT:	

34 CFR 300.7

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III. PROTECTION IN EVALUATION 14b. The LSS/SOP **determines students' eligibility for special education** based on the requirements in the *Georgia Special Education Rules* for students who are **Deafblind.** **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ There are sufficient data in students' records to support eligibility decisions in accordance with the current eligibility requirements for students who are deafblind. ☐ Results of the most recent comprehensive audiological evaluation are documented, including: ☐ Aided and unaided hearing levels. ☐ Speech discrimination, if applicable. ☐ Classroom performance with amplification, if applicable. ☐ Hearing aid status. ☐ The date of audiological evaluation is indicated. ☐ The required annual audiological evaluations are attached to the current eligibility report. ☐ The results of the most recent otological examination are documented and the report from the otologist is attached to the eligibility report. ☐ The results of the most recent examination by an ophthalmologist or optometrist are documented and the report from the ophthalmologist or optometrist is attached to the eligibility report. ☐ The results of the educational evaluation are documented and include the instruments used and the date(s) of the evaluation. ☐ The results of the psychological evaluation are documented, if one was completed. (Optional) ☐ Students' records contain data, which support the conclusion that the dual hearing and vision impairments have resulted in communication, developmental and/or learning needs that cannot be addressed through either hearing or visually impaired eligibility alone. ☐ Students diagnosed with dual sensory impairments are reported to the Georgia Deafblind Census.
DATA SOURCES: Students' records. Eligibility reports. Evaluation reports. Special Considerations form. Medical reports.	
COMMENT:	

34 CFR 300.7

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III. PROTECTION IN EVALUATION 14d. The LSS/SOP **determines students' eligibility for special education** based on the requirements in the *Georgia Special Education Rules* for students who are **Deaf/Hard of Hearing.** **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ There are sufficient data in students' records to support the decisions in accordance with the current eligibility requirements for students who are deaf/hard of hearing. ☐ The results of comprehensive annual audiological evaluations are documented on a written report in the students' records and include: ☐ A description of results of: ☐ Otoscopic inspection ☐ Aided and unaided pure tone and speech audiometry ☐ Immittance testing ☐ Speech discrimination/word recognition ☐ Electro-acoustic analysis of the hearing aid ☐ Analysis of the frequency modulated (FM) systems checks ☐ The date of the evaluation ☐ Amplification evaluation including the student's ability to understand spoken language with and without amplification ☐ An interpretation of the results as they apply to the classroom setting ☐ The required annual audiological evaluations are attached to the current eligibility report. ☐ The audiological evaluation is administered by a certified/licensed audiologist. ☐ The results of the otological evaluation are documented. ☐ The otological evaluation was completed by a licensed physician. ☐ For an initial placement, the otological was completed at the time of the initial placement into the D/HH program. ☐ If an otological report is not available at initial placement, it is obtained within 90 days. ☐ After initial eligibility has been determined, an otological evaluation is required only if recommended by an audiologist. ☐ The eligibility report contains a summary of the most recent otological evaluation and the medical history pertinent to the absence of hearing. ☐ The initial or most recent otological evaluation results are summarized. ☐ The initial or most recent otological evaluation is attached to the eligibility report.

Deaf/Hard of Hearing (Eligibility continued)	☐ The results of the educational evaluation are clearly documented, including an indication of the instruments or procedures (formal and informal) used in each of the following required areas: ☐ Receptive/expressive language abilities. ☐ Receptive/expressive communication abilities. ☐ Academic/achievement levels, or for preschool aged students, progress toward developmental levels. ☐ Social/emotional adjustment. ☐ Observational data relative to the student's overall classroom performance and functioning. ☐ Psychological evaluation results are documented, if a psychological evaluation was completed. ☐ Students eligible under significant developmental delay with a suspected hearing impairment have been given a complete evaluation to determine if the student also meets D/HH eligibility. ☐ If a unilateral hearing loss exists for a student, eligibility is considered if it affects academic or communicative deficits. ☐ There is information in the students' records which documents that the hearing loss interferes with the acquisition or maintenance of the auditory skills needed for the normal development of speech, language, and academic achievement.
DATA SOURCES: Students' records. Eligibility reports. Evaluation reports. Special Considerations form. Medical reports.	
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III. PROTECTION IN EVALUATION 14c The LSS/SOP **determines students' eligibility for special education** based on the requirements in the *Georgia Special Education Rules* for students with **Emotional/ Behavioral Disorders.** **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ There are sufficient data in students' records to support eligibility decisions in accordance with the current eligibility requirements for students with emotional/behavioral disorders. ☐ For initial referrals, documentation of SST interventions and results include prior interventions or extensions of services available in regular education for the student. ☐ For preschool students, documentation in students records includes prior interventions that were provided through a preschool program or through modifications made within the home over time. ☐ A comprehensive case study of the student has been documented in the record including: ☐ A summary and interpretation of results of the psychological evaluation that indicates the presence of emotional factors affecting educational performance. Cognitive results do not need to be documented for emotional/behavioral disorders eligibility. The focus is on the emotional factors influencing educational performance. ☐ Documentation of the significant deficits in educational performance which may include formal and informal learning of academic material, social, and/or personal skills. ☐ Documentation of social history from a variety of sources that focuses on behavior problems and emotional factors noted in a variety of settings (i.e., classroom, lunchroom, recess, home, and community). ☐ Behavioral observation(s) and checklist(s) which summarize the results indicating the incidence of one or more of the characteristics of emotional/behavioral disorders over a significant amount of time. ☐ One (or more) characteristic of an emotional/behavioral disorder that has been present over a period of time is identified and the basis for the determination is documented.

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Emotional/Behavioral Disorders (continued)	☐ There is information in the students' records to document evaluation data and how it supports the eligibility conclusion. ☐ One (or more) characteristic of an emotional/behavioral disorder that has been present over a period of time is identified and based on data in the case study. ☐ The intensity, frequency, and duration of the characteristic of the emotional/behavioral disorder that is interfering with the student's educational performance are documented.
DATA SOURCES: Students' records. Eligibility reports. Evaluation reports. Special Considerations form. Medical reports.	
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34 CFR 300.7

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III. PROTECTION IN EVALUATION 14e. The LSS/SOP **determines students' eligibility for special education** based on the requirements in the *Georgia Special Education Rules* for students with **Intellectual Disabilities** (Mild, Moderate, Severe, and Profound). **C COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ There are sufficient data in students' records to support eligibility decisions in accordance with the current eligibility requirements for students with intellectual disabilities. ☐ The results of more than one formal measure of intellectual functioning are documented. ☐ The instruments used and the dates of evaluations are indicated. ☐ One formal measure of intellectual functioning may be reported from earlier evaluations, as long as the results are consistent with current results. ☐ Interpretation of results of intelligence testing takes into account socioeconomic status, native language, cultural background, and associated disabilities in communication, sensory, or motor areas. ☐ The student's strengths and weaknesses are documented. The level of intellectual functioning is indicated. A range of scores may be reported. (For example, 55-60 for a student with a MID or 10-15 for a student with a PID). ☐ Mild intellectual disability: IQ of approximately 70-55 ☐ Moderate intellectual disability: IQ of approximately 55-40 ☐ Severe intellectual disability: IQ of approximately 40-25 ☐ Profound intellectual disability: IQ of below 25, approximately. ☐ The results of the educational evaluation are documented. ☐ The instrument(s) or informal procedure(s) used and the date(s) of the evaluation are indicated. ☐ There is documentation of the educational evaluation results. ☐ The results of formal and informal assessments of adaptive behavior are documented which support that adaptive behavior deficits coexist with sub-average intellectual functioning. ☐ The summary includes results of at least one formal measure of adaptive behavior and other formal or informal measures. ☐ Informal assessments may include interviews, checklists, observations, etc. ☐ Information must be gathered from at least two sources (i.e., parents, guardians, family member, special or regular education teacher, or other person familiar with the student).

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Intellectual Disabilities (Eligibility continued)	☐ Interpretation of results of adaptive behavior assessment takes into account socioeconomic status, native language, cultural background, and associated disabilities in communication, sensory, or motor areas. ☐ The sources of the information are indicated in the documentation. ☐ Educationally relevant medical data are documented, when applicable. ☐ Medical information which has an effect on the student's school performance is documented (i.e. major illnesses, medication, seizure activity, medical activity restrictions, etc.). ☐ When there is no educationally relevant medical condition, this is noted. ☐ There is documentation in the students' records to support the determination that the student has deficits in intellectual functioning and adaptive behavior that impact academic performance. ☐ Professional judgement is documented including the specific factors considered in making the eligibility decision and how these factors affected the decision. ☐ When a student is determined eligible in an ID program area and some results are inconsistent with the intellectual functioning level, the inconsistencies are addressed in the conclusion section. ☐ Only stating that "professional judgment was used" is not adequate. ☐ Deficits in intellectual functioning and adaptive behavior are documented prior to age 18. ☐ The percentage of minority students in the mild intellectually disabled program (MID) is not more than 20 points greater than the percentage of minority students in the total school population.
DATA SOURCES: Students' records. Eligibility reports. Evaluation reports. Special Considerations form. Medical reports. Local data.	
COMMENT:	

34 CFR 300.7

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III. PROTECTION IN EVALUATION 14f. The LSS/SOP **determines students' eligibility for special education** based on the requirements in the *Georgia Special Education Rules* for students with **Orthopedic Impairments.** **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ There are sufficient data in students' records to support eligibility decisions in accordance with the current eligibility requirements for students with orthopedic impairments. ☐ The results of the most recent medical evaluation are documented. ☐ The dates of the examination (within one year of the initial eligibility report date), the name of the physician, and the results are indicated. ☐ The diagnosis/prognosis of an orthopedic impairment is documented. ☐ Information is documented regarding surgeries, medications, special health care procedures, special diets, or activity restrictions, as applicable. ☐ The medical report is attached to the eligibility report. ☐ At the time of reevaluation, a new medical examination is required only when the IEP team determines one is needed. ☐ The results of the educational/psychological evaluation are documented. ☐ The instrument(s) used, date(s), and results of a comprehensive educational assessment are documented. For preschool age children, an appropriate developmental assessment is documented. ☐ When assessment information indicates significant deficit(s) in cognitive/academic functioning, the results of a psychological evaluation are documented. If a psychological evaluation is not warranted, that decision is documented. ☐ Assessments that indicate deficits resulting from the orthopedic impairment in at least one of the following areas are documented: pre-academic or academic functioning, social-emotional development, adaptive behavior, motor development or communication abilities. ☐ There is documentation in students' records of deficits that resulted from the orthopedic impairment and which adversely affect educational performance. ☐ Students in a program for orthopedic impairments should be functioning no lower than the criteria outlined for mild intellectual disabilities.

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Orthopedic Impairments Eligibility (continued)	☐ Students eligible under significant developmental delay with suspected orthopedic impairments have been given a complete evaluation to determine if the student meets eligibility for OI services.
DATA SOURCES: Students' records. Eligibility reports. Evaluation reports. Special Considerations form. Medical reports.	
COMMENT:	

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III. PROTECTION IN EVALUATION 14g. The LSS/SOP **determines students' eligibility for special education** based on the requirements in the *Georgia Special Education Rules* for students with **Other Health Impairments.** COMPLIANCE: ☐ Verified ☐ Not Verified ☐ Systemic ☐ Isolated	CRITERIA: ☐ There are sufficient data in students' records to support eligibility decisions in accordance with the current eligibility requirements for students with other health impairments. ☐ The results of the most recent medical evaluation are clearly documented. ☐ The date of the medical examination (within one year of the initial eligibility report), the name of the physician, and the results are indicated. ☐ At the time of reevaluation, a new medical examination is required only when the IEP team determines one is needed. ☐ The diagnosis/prognosis of the health impairment is clearly documented. ☐ The effects of the medical condition on strength, vitality and/or alertness are documented. ☐ Information about medications, special health care procedures for the student, special diet needs, or medical restrictions on activity is documented on the eligibility report, as applicable. ☐ The medical report is attached to the eligibility report. ☐ The results of an educational/psychological evaluations, which may include informal assessments, are documented: ☐ The date(s), results and instruments used for a comprehensive educational assessment are indicated. For preschool-aged children, the dates and results of an appropriate developmental assessment are indicated. ☐ When assessment information indicates significant deficits(s) in cognitive/academic functioning, the results of a psychological evaluation are documented. If a psychological evaluation is not warranted, that decision is documented. ☐ Assessments indicate deficits resulting from the health impairment in at least one of the following areas: pre-academic or academic functioning, adaptive behavior, social/emotional development, motor or communication skills. ☐ There is documentation in students' records of deficit(s) in strength, vitality or alertness due to a health impairment that adversely affects the student's educational performance.

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Other Health Impairments Eligibility (continued)	
DATA SOURCES: Students' records. Eligibility reports. Evaluation reports. Special Considerations form. Medical reports.	
COMMENT:	

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III. PROTECTION IN EVALUATION 14h. The LSS/SOP **determines students' eligibility for special education** based on the requirements in the *Georgia Special Education Rules* for students with **Significant Developmental Delays.** **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ There are sufficient data in the students' records to support eligibility decisions in accordance with the current eligibility requirements for students ages 3-5 with significant developmental delays. ☐ All five skill areas are assessed. ☐ Adaptive development. ☐ Cognitive skills. ☐ Communication skills. ☐ Physical development including gross and fine motor skills. ☐ Social/emotional development. ☐ All five skill areas are assessed using at least one formal measure and, in the areas in which a significant developmental delay is suspected, at least one additional formal assessment is utilized to determine the extent of the delay. All scores are documented in standard deviations below the mean. ☐ Scores of at least two standard deviations below the mean in one or more skill area or at least one and one-half standard deviations below the mean in two or more skill areas are documented to support eligibility in this program area.. ☐ The eligibility determination is documented in the conclusion section. ☐ Students with SDD either exit from special education or have a categorical eligibility determination no later than the end of the school year in which they turn six years old.
DATA SOURCES: Students' records. Eligibility reports. Evaluation reports. Special Considerations form. Medical reports.	
COMMENT:	

34 CFR 300.7

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III. PROTECTION IN EVALUATION 14i. The LSS/SOP **determines students' eligibility for special education** based on the requirements in the *Georgia Special Education Rules* for students with **Specific Learning Disabilities.** **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ There are sufficient data in students' records to support eligibility decisions in accordance with the current eligibility requirements for students with specific learning disabilities. ☐ Alternative approaches to the curriculum attempted through the SST process are documented for initial referrals. ☐ If the student is being reevaluated, documentation of prior strategies includes approaches used in the current special education services program. ☐ The results of a psychological evaluation administered within the last 12 months are documented for initial referrals. ☐ The documentation includes instruments used, date(s) of the evaluation, and a summary of the results, including the composite score. ☐ When an alternate cognitive score other than a composite score is used to determine a discrepancy: ☐ A rationale for the use of the alternative cognitive score as a better estimate of the student's overall functioning is stated. ☐ The specific alternate cognitive score being used to determine the discrepancy is clearly indicated. ☐ Weaknesses are indicated, along with the source for the information, in the areas of learning behavior/psychological processes: attending, organization, discrimination/perception, sensory integration, sequencing, memory, and conceptualization/reasoning. ☐ Evidence of strengths in processing that are commensurate with the estimated cognitive ability are summarized/indicated. ☐ The results of the educational evaluation are documented on the eligibility report. ☐ A brief statement of status is written for each of the seven areas where the student is experiencing difficulty in the classroom: oral expression, listening comprehension, written expression, basic reading skills, reading comprehension, math calculation, math reasoning. ☐ When underachievement is not suspected, statements such as "on grade level," "age appropriate skills," or "within normal limits" are acceptable.

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Specific Learning Disabilities (Eligibility continued)	☐ When underachievement is suspected, the statement of status clearly describes the problem. (i.e., "Difficulty with phonics," "Problems with math reasoning," "Can't express self orally and be understood," etc.). ☐ The results of at least one formal achievement assessment for each area in which the statement of status indicates possible underachievement. ☐ The reporting of assessment scores in the seven areas (with the date and the instrument used) includes: ☐ At least two assessments in the areas(s) that have a severe discrepancy confirm the deficit. ☐ A 20-point discrepancy is determined for an initial SLD eligibility determination, even if the student is already eligible under another disability category. ☐ A 15-point discrepancy is determined for a reevaluation. ☐ A severe discrepancy is clearly indicated for each applicable area. ☐ The results of a second formal or informal assessment are documented when the results of the first assessment in an area of suspected deficit indicates that a deficit does exist. ☐ Additional assessment(s) when results of the two assessments are inconsistent. ☐ Discrepancies documented in age-equivalent scores at least one year below chronological age expectancy (that are not the result of lack of experience) for kindergarten, first grade, or preschool students. ☐ Discrepancy is determined by evaluation in the areas of communication and/or readiness skills. ☐ Learning strengths based on classroom performance or assessments. REQUIRED SUPPORTING EVIDENCE ☐ There is one observation and recorded results summarized for each area of suspected underachievement. (Problematic classroom social interactions, if any, may also be reported.) ☐ A psychologist or a teacher certified in SLD or interrelated conducts the observation. ☐ The observation information is attached to the eligibility report/summarized on the report. ☐ There is one work sample in each area of suspected deficit attached to the eligibility report. ☐ The work samples relate to the area(s) of referral/deficit.

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Specific Learning Disabilities (Eligibility continued)	☐ The work samples have been analyzed and annotated to indicate how they support the conclusion that the student has a specific learning disability. ☐ Annotation includes grade level of the assignment and a summary of the student's performance, such as the percentage correct, a letter grade or a narrative comparing the student's performance with the expected performance. ☐ Educationally relevant medical information is documented, if applicable. ☐ Exclusionary factors are considered and determined not to be the major factor causing the deficits. ☐ The conclusion section summarizes the relationship between the psychological processing problems and the achievement deficits to support the eligibility determination. ☐ The nature of the specific learning disability includes a statement of the basic psychological processing problem(s) and which of the seven area(s) is/are affected. ☐ There is evidence of one or more severe discrepancies and the team concludes that the student has a specific learning disability. ☐ Professional judgement is clearly documented in terms of the specific factors considered in the eligibility decision and how those factors affected the conclusion. Only stating that "professional judgement was used" is not adequate. ☐ The signatures of required team members and the date of the meeting are indicated. ☐ Signatures of the evaluator, SLD or interrelated teacher, and the general classroom teacher are documented. (Both the person's name and the position are indicated.) (The evaluator is a person qualified to conduct individual diagnostic examinations of students, i,e., a school psychologist, speech/language pathologist, remedial reading teacher) ☐ Documentation indicates that the parent participated or was invited to participate as a member of the eligibility team. Acceptable documentation could include a signature on the eligibility report, a copy of the meeting notice, or other evidence that the parent participated/was invited. ☐ If a team member dissents, his/her signature is included separately with the dissenting report.
DATA SOURCES: Students' records. Eligibility reports. Evaluation reports. Special Considerations form. Medical reports.	
COMMENT:	

34 CFR 300.7

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III. PROTECTION IN EVALUATION 14j. The LSS/SOP **determines students' eligibility for special education** based on the requirements in the *Georgia Special Education Rules* for students with **Speech and Language Impairments.** **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ There are sufficient data in students' records to support eligibility decisions in accordance with the current eligibility requirements for students with speech/language impairments. ☐ The results of a comprehensive speech/language evaluation are documented. ☐ At least one screening procedure (formal or informal) is documented with dates and results in each of the areas: ☐ Articulation ☐ Language ☐ Fluency ☐ Voice ☐ Oral/motor competency. ☐ The dates and results of at least two measures or procedures are documented in each area of deficit. ☐ At least one of the two measures or procedures documented in each deficit area is formal. The second measure may be formal or informal. ☐ When there is a voice quality impairment, the results of an evaluation by an ear, nose and throat physician (ENT) are documented, including the name of the physician and the date of the examination. ☐ A functional communication assessment is conducted for students who are non-verbal or verbally limited, and those with autism, significant intellectual, sensory, or physical disabilities. ☐ The conclusion section documents: ☐ The type and severity of the speech-language impairment. ☐ The effect of the speech-language impairment on the student's education performance in both academic and nonacademic areas.
DATA SOURCES: Students' records. Eligibility reports. Evaluation reports. Special Considerations form. Medical reports.	
COMMENT:	

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III. PROTECTION IN EVALUATION 14k. The LSS/SOP **determines students' eligibility for special education** based on the requirements in the *Georgia Special Education Rules* for students with **Traumatic Brain Injuries.** **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ There are sufficient data in students' records to support eligibility decisions in accordance with the current eligibility requirements for students with traumatic brain injuries. ☐ The pre-injury functioning of the student is clearly documented through previous formal evaluations, developmental assessments, achievement tests, classroom observations and/or grade reports. ☐ The presence of a traumatic brain injury is verified through a medical report from a doctor or another appropriate source such as health department or social service reports or parents' medical bills/records indicating recent or past injury. ☐ The results of a neuropsychological, psychological or psychoeducational evaluation, which may also include informal assessments, are documented to address the impact of the traumatic brain injury on the following areas of functioning: ☐ Cognitive: memory, attention, reasoning, abstract thinking, judgement, problem solving, information processing speed, cognitive endurance, organization, receptive and expressive language and speed of language recall. ☐ Social/Behavioral: awareness of self and others, response to social rules and adaptive behavior. ☐ Physical/Motor: hearing and vision acuity, speech production, eye-hand coordination, mobility and physical endurance. ☐ There is documentation in students' records of deficits in one or more of the above areas that result from the traumatic brain injury and adversely affect the student's educational performance.
DATA SOURCES: Students' records. Eligibility reports. Evaluation reports. Special Considerations form. Medical reports.	
COMMENT:	

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III. PROTECTION IN EVALUATION 141. The LSS/SOP **determines students' eligibility for special education** based on the requirements in the *Georgia Special Education Rules* for students with **Visual Impairments.** **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ There are sufficient data in students' records to support eligibility decisions in accordance with the current eligibility requirements for students with visual impairments. ☐ The results of the required medical evaluation are documented. ☐ The name of the optometrist or ophthalmologist that conducted the examination is indicated with the date and results of the eye examination. ☐ The diagnosis, visual acuity, prognosis and recommendations are documented. ☐ The report from the optometrist or ophthalmologist is attached to the eligibility report. ☐ The results of the educational evaluation are documented. ☐ The summary includes the instruments used, the dates, and the results. ☐ The effect of the visual impairment on the student's educational performance is documented. ☐ The evaluation includes a determination of whether the student with a visual impairment needs Braille skills, the future need for Braille instruction or the use of Braille. ☐ Students eligible under SDD with a suspected visual impairment have been given a complete evaluation to determine if the student also meets eligibility for VI. ☐ There is documentation in students' records of a visual impairment and its effect on the student's educational performance.
DATA SOURCES: Students' records. Eligibility reports. Evaluation reports. Special Considerations form. Medical reports.	
COMMENT:	

34 CFR 300.7

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III. PROTECTION IN EVALUATION 15a. A team of qualified professionals and the parent determine eligibility and the parents are provided copies of evaluation and eligibility reports. COMPLIANCE: ☐ Verified ☐ Not Verified ☐ Systemic ☐ Isolated	CRITERIA: ☐ When the eligibility and IEP meeting are combined, documentation verifies that required IEP participants are present. The parents are invited and efforts to involve the parents are documented. ☐ When a separate eligibility meeting is held, the parents are invited and efforts to involve the parents are documented. ☐ Documentation verifies that a team of qualified professionals and the parents determine whether the child is a child with a disability. ☐ Documentation verifies that parents have been provided copies of evaluation and eligibility reports. ✳ Parents' active involvement in decision-making for their children increases. ✳ Active involvement of parents, and students with disabilities when appropriate, in the eligibility decision increases.
DATA SOURCES: Students' records, including eligibility reports, evaluation reports, IEPs and minutes. Interviews or questionnaires. Local data.	
COMMENT:	

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III. PROTECTION IN EVALUATION 15b. When the determining factor for educational deficits is **lack of instruction in reading or math or limited English proficiency**, the eligibility teams determine that students are not eligible for special education. **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ Documentation verifies that students are not determined eligible for special education when eligibility teams determine that the primary reason for the students' educational deficits is either limited English proficiency (primary language is not English) or lack of instruction in reading and math.
DATA SOURCES: Students' records, including eligibility reports, evaluation reports, IEPs and minutes. Interviews or questionnaires.	
COMMENT:	

34 CFR 300.534

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III. PROTECTION IN EVALUATION

15c. **Eligibility determinations are documented** in accordance with *Georgia Special Education Rules.*

COMPLIANCE:

- ☐ **Verified**
- ☐ **Not Verified**
- ☐ **Systemic**
- ☐ **Isolated**

CRITERIA:

- ☐ For initial evaluations, all eligibility requirements are met and a written eligibility report is prepared.
- ☐ The written eligibility report clearly **summarizes** all required information to support the eligibility conclusion.
- ☐ For initial eligibility determination, evaluation information is no more than one year old.
- ☐ When the IEP committee determines (at reevaluation) that **testing in all required areas** (a full comprehensive reevaluation) is necessary to determine that a student continues to be eligible, a new eligibility report is developed summarizing the data from the reevaluation procedures.
- ☐ When the IEP committee determines that **some additional data are needed** to determine that a student continues to be eligible, but testing in all areas is not needed (less than a comprehensive reevaluation), then the LSS/SOP adds information to the existing eligibility report to summarize the results.
  - ☐ The information can be added to the current eligibility report or an addendum can be attached.
  - ☐ The updated summary includes the assessments administered, dates, results and interpretations and the date of the eligibility meeting.
- ☐ When the IEP team determines that **additional data are not necessary** to determine that a student continues to be eligible, a "Special Considerations" form or similar documentation is completed.
  - ☐ The rationale for the decision is indicated and there is documentation of parental agreement with this decision.
  - ☐ The "Special Considerations" form/other documentation is attached to the current eligibility report and includes the date of the eligibility meeting. A new eligibility report is not needed.
- ☐ When the IEP team determines that a student is **no longer eligible**, that decision and the rationale for the decision is clearly documented.
  - ☐ Another eligibility report is not required, but the decision must be documented.
  - ☐ There must be documentation of notice to the parent of this determination.
  - ☐ The format for the documentation is determined by the LSS/SOP.

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Eligibility Documentation (Continued)	☐ The IEP team completes the procedures outlined in 15a. within three years of the date (month/year) of the previous eligibility determination. ☐ The date on which the IEP team completed a new eligibility report, supplemented the existing eligibility report or completed the Special Considerations form or similar documentation serves as the triennial reevaluation date. ✳ Eligibility determinations result in the percentage of students with disabilities in the district who are served in special education being comparable to national/state percentage. ✳ The percentage of students with disabilities, by race, being identified in each disability category is comparable to national/state data. ✳ The percentage of students with disabilities, by race, being identified in each disability category is comparable to the demographic distribution in the district. ✳ The percentage of students with disabilities, by race, served in special education is comparable to the percentage of children by race in the general population.
DATA SOURCES: Students' records, including eligibility reports, evaluation reports, IEPs and minutes. Interviews or questionnaires. Local data.	
COMMENT:	

34 CFR 300.530-536

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IV. INDIVIDUALIZED EDUCATION PROGRAMS 16. The LSS/SOP **notifies** the parents of the IEP meetings **early enough to ensure participation.** **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ Documentation verifies that written notice/invitation is provided to parents in advance of the proposed IEP/Placement meeting date or that the parents have agreed to a meeting with less notice. **NOTE: Any asterisked item included on a compliance requirement criteria page indicates local data which should be collected, analyzed, and used in local planning to address improved results for students with disabilities.**
DATA SOURCES: Students' records. Interviews or questionnaires. LSS/SOP policies and procedures.	
COMMENT:	

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IV. INDIVIDUALIZED EDUCATION PROGRAMS 17. **The IEP notice/ invitation includes all required information.** **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ The purpose, time, location of the IEP/Placement meeting and who will be in attendance. ☐ The form used to invite parents to IEP/Placement meetings includes the purpose(s) of the meeting, the time, location of the meeting, and titles of individuals invited to attend. ☐ Copies of the notices in students' records contain the required information. ☐ The invitation shall inform parents of their right to invite other individuals, who, in their opinion, have special knowledge or expertise regarding the student, including related services personnel. ☐ A statement indicating that transition will be considered if it is a purpose of the IEP/Placement meeting. ☐ Notices/invitations sent to invite parents of students with disabilities, age 14 and older, contain a statement that transition will be considered, when transition is a purpose of the meeting. ☐ Documentation of other agency personnel being invited, when appropriate. ☐ Records of students with disabilities who are age 14 and older contain copies of IEP/Placement meeting notices/invitations that document that other agency personnel were invited, when appropriate. ☐ Documentation of the student being invited, if transition is considered. ☐ A copy of the IEP/Placement meeting notice documents that students with disabilities are invited to attend their IEP/Placement meetings when transition is discussed, including course of study discussions at or before age 14. ☐ When transition is a purpose of the IEP/Placement meeting, the notice sent to the parents of students with disabilities who are aged 14 and older documents that the student was invited to attend the IEP meeting. ☐ Students with disabilities are invited to attend their IEP/Placement meetings regardless of the category or severity of disability, when transition services are considered.
DATA SOURCES: IEPs. Interviews or questionnaires. LSS/SOP policies and procedures. IEP notice forms used by the LSS/SOP.	
COMMENT:	

34 CFR 300.345

IV. INDIVIDUALIZED EDUCATION PROGRAMS 18. The LSS/SOP utilizes a **variety of means to involve parents** in the development of the IEP. **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ Students' records contain documentation of varied strategies (such as phone calls, home or work site visits, written notice, e-mail, etc.) used to involve the parents in IEP meetings. ☐ If a parent was present at the IEP meeting or participated through such methods as a conference call, it is assumed that sufficient means were used to involve the parent. ☐ Copies of correspondence are maintained in the students' records. ☐ Attempts are made to schedule or reschedule the meetings at mutually agreed upon dates and times. * Parents' active involvement in decision-making for their children increases. * Active involvement of parents and students, when appropriate, in IEP planning and transition increases. * Use of alternate methods for parent participation such as teleconferencing increases.
DATA SOURCES: LSS/SOP policies and procedures for parent notice. Students' records. Copies of correspondence. Interviews or questionnaires. Local data.	
COMMENT:	

34 CFR 300.345

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IV. INDIVIDUALIZED EDUCATION PROGRAMS **19a. The IEPs of students with disabilities include all required information in the present level of performance.** **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ Current information on the student's educational performance is summarized. ☐ The effect of the student's disability on involvement and progress in the general curriculum is summarized, as appropriate, for the individual student. ☐ For preschool students, the impact of the disability on his/her participation in age-appropriate activities is summarized. ☐ A summary of the educational needs of the student that result from the disability and cannot be met through participation in the general curriculum. ☐ The student's strengths are summarized. ☐ Updated evaluation information is summarized as necessary. ☐ The concerns of the parents are included. ☐ The results of the most recent statewide assessments of achievement are included. * IEPs reflect linkages among evaluation results, present levels of performance, goals/objectives/benchmarks, modifications, accommodations, and services.
DATA SOURCES: IEP forms used by the LSS/SOP. Completed IEPs, including placement minutes. Interviews or questionnaires. Students' records. LSS/SOP policies and procedures.	
COMMENT:	

34 CFR 300.347

IV. INDIVIDUALIZED EDUCATION PROGRAMS 19b. The IEPs of students with disabilities include **consideration of special factors** in the development of the IEP. COMPLIANCE: ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** When a special factor applies to the individual student, the IEP contains evidence that the required factors were considered by the IEP team. **For a student whose behavior impedes his/her learning or that of others**: there is evidence of consideration, when appropriate, of strategies, including positive behavioral interventions, strategies, and supports to address that behavior. ☐ When the IEP team determines that the student's behavior interferes with his/her learning or that of others, a behavior intervention plan is included in the IEP which contains: ☐ Target behaviors (the behavior to be changed). ☐ Positive behavioral interventions, strategies and supports. ☐ Intervention strategies, including consequences. **For a student with limited English proficiency,** there is evidence that the language needs of the student have been considered as they relate to the student's IEP. ☐ When the present levels of performance or evaluation data indicate that the student has limited English proficiency (primary language is not English), the student's language needs related to implementation of the IEP are considered and decisions are documented. **For a student who is blind or visually impaired,** there is provision for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the student's reading and writing skills, needs, appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille) that instruction in Braille or the use of Braille is not appropriate for the student. ☐ The IEPs of the students who are blind or visually impaired call for instruction in Braille or the use of Braille unless the IEP team decides, after evaluation of current and future needs, that Braille instruction and use of Braille is not appropriate. ☐ When the IEP team decides Braille is not appropriate for the student, the IEP contains documentation of that decision.

Consideration of special factors (continued)	**For a student with communication needs:** ☐ When the present levels of performance or evaluation data indicate that the student has communication needs which have not been addressed in another section of the IEP, those needs are considered and the services needed, if any, are documented. **For a student who is deaf or hard of hearing:** ☐ There is evidence in the IEP that the following needs have been considered: ☐ Language and communication needs. ☐ A full range of needs, including opportunities for direct communication with peers and professional personnel in the student's language and communication mode. ☐ Academic levels. **Consideration of whether the student requires assistive technology devices and services:** ☐ When the present level of performance or any evaluation data indicate a possible need for assistive technology devices or services, the IEP contains documentation that these needs are considered. ☐ If the IEP team determines that the student needs assistive technology devices or services, these decisions are documented and addressed with goals and objectives, as necessary. ☐ If the IEP team determines that a student needs assistive technology devices or services, the device or service is clearly described in the IEP. * The availability and use of a full range of assistive technology devices, as appropriate, increases. * The percentage of students with disabilities who have identified behavioral needs and receive positive behavioral supports consistent with the IEP increases.
DATA SOURCES: IEP forms used by the LSS/SOP. Completed IEPs, including placement minutes. Interviews or questionnaires. Students' records. LSS/SOP policies and procedures. Local data.	
COMMENT:	

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V. INDIVIDUALIZED EDUCATION PROGRAMS 19c. The IEPs of students with disabilities include a **statement of measurable annual goals, including benchmarks or short-term instructional objectives.** **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ Goals/benchmarks/objectives address what is to be achieved in one school year with the provision of special education and related services. ☐ Goals/benchmarks/objectives clearly relate to needs identified in the *present level of performance or special factors for consideration sections*. ☐ Needs related to accessing the general curriculum, to the extent appropriate for the individual student, are addressed with goals/benchmarks/objectives. ☐ Other educational needs that cannot be achieved in the general education curriculum are addressed with goals/benchmarks/objectives. ☐ Goals/objectives/benchmarks relate to the individual student's needs and are not based solely on the disability category or label. ☐ Goals/objectives/benchmarks for all students in a class or all students who have the same disability are not identical. ☐ Date(s) (month/year) when progress will be reviewed for mastery are projected for each benchmark/objective at the time the IEP is developed.
DATA SOURCES: IEP forms used by the LSS/SOP. Completed IEPs, including placement minutes. Interviews or questionnaires. Students' records. LSS/SOP policies and procedures.	
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34 CFR 300.347

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IV. INDIVIDUALIZED EDUCATION PROGRAMS 19d. The IEPs of students with disabilities include **a statement of the specific special education and related services and supplementary aids and services.** **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ IEPs contain a clear indication of the specific special education services to be provided. ☐ IEPs contain a clear statement of the related services to be provided. ☐ IEPs contain a clear statement of the supplementary aids and services to be provided. ☐ Special education, related services, and supplementary aids and services described in the IEP are individually designed to enable the student to: ☐ Make progress toward achieving the annual goals. ☐ Be involved in and make progress in the general curriculum to the extent appropriate for the individual student. ☐ Be educated and participate with other students with disabilities and students without disabilities, to the extent appropriate for the individual student. ☐ Related services needed to assist a student in benefiting from special education are considered, including: ☐ Transportation ☐ Speech and language pathology ☐ Audiological services ☐ Psychological services ☐ Physical and occupational therapy ☐ Recreation/therapeutic recreation ☐ Early identification and assessments of disabilities in students ☐ Counseling services/rehabilitation counseling ☐ Orientation and mobility services ☐ Medical services for diagnostic and evaluation purposes ☐ School health services ☐ Social work services in schools ☐ Parent counseling and training.

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	☐ Services are determined based on the individual student's needs not on the disability category or label. ☐ All students with the same disability do not have identical services indicated in their IEPs. ☐ The kind and amount of special education and related services are based on individual needs not administrative convenience or availability of personnel. ✳ Collaboration among regular and special education teachers to enable students with disabilities to progress in the general curriculum in regular education settings increases. ✳ The provision of appropriate supplemental aids and services to support the success of students with disabilities in regular education settings increases.
DATA SOURCES: IEP forms used by the LSS/SOP. Completed IEPs, including placement minutes. Interviews or questionnaires. Students' records. LSS/SOP policies and procedures. Local data.	
COMMENT:	

34 CFR 300.347

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IV. INDIVIDUALIZED EDUCATION PROGRAMS 19e. The IEPs of students with disabilities include a statement of the **program modifications or supports for school personnel.** **COMPLIANCE:** ☐ Verified ☐ Not Verified ☐ Systemic ☐ Isolated	**CRITERIA:** ☐ IEPs contain a clear statement of the program modifications or supports for school personnel to be provided on behalf of students, as appropriate. ☐ Modifications and supports are individually designed for each annual goal to enable the student to: ☐ Advance appropriately toward achieving each annual goal. ☐ Be involved and progress in the general curriculum to the extent appropriate For the individual student. ☐ Be educated and participate with other students, including those with And without disabilities. ☐ A procedure exists to ensure that general education teachers are informed of the modifications that they are expected to implement. (For example, copies of the IEP or a summary of the modifications are provided to teachers.) ☐ Modifications and supports are designed to meet individual needs and are not based solely on disability categories or labels. ☐ All modifications are not the same for every student with the same disability.
DATA SOURCES: IEP forms used by the LSS/SOP. Completed IEPs, including placement minutes. Interviews or questionnaires. Students' records. LSS/SOP policies and procedures.	
COMMENT:	

34 CFR 300.347

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IV. INDIVIDUALIZED EDUCATION PROGRAMS 19f. The IEPs of students with disabilities include **an explanation of the extent, if any, to which the student will not participate with nondisabled students, in regular classes and nonacademic/ extracurricular activities.** **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ When the IEP/Placement team determines that a student with a disability will not participate with nondisabled students: ☐ In the regular class, the IEP includes an explanation of the rationale for the decision. ☐ In any extracurricular activities, the IEP includes an explanation of the rationale for the decision. ☐ In nonacademic activities, the IEP includes an explanation of the rationale for the decision.
DATA SOURCES: IEP forms used by the LSS/SOP. Completed IEPs, including placement minutes. Interviews or questionnaires. Students' records. LSS/SOP policies and procedures.	
COMMENT:	

34 CFR 300.347, 300.503

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IV. INDIVIDUALIZED EDUCATION PROGRAMS 19g. The IEPs of students with disabilities include **individual accommodations in the administration of statewide, districtwide, or schoolwide assessments.** **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ The IEP includes the specific statewide, districtwide, or school wide assessments of student achievement that are required for the student for the current grade level and for the year of the IEP. ☐ The assessments are listed. ☐ The accommodations for each assessment are individually determined ☐ Accommodations, including assistive technology, that have been described for participation in the assessments have been previously implemented in the student's instructional program. ☐ If required for the student to participate in statewide, districtwide, or schoolwide assessments, assistive technology is listed in the IEP. * Performance indicator data indicates an increase in the number of students with disabilities who participate in statewide and districtwide assessments. * Results for students with disabilities on statewide and districtwide assessments improves. * Appropriate modifications and accommodations for general assessments provided to students with disabilities increase, as appropriate.
DATA SOURCES: IEP forms used by the LSS/SOP. Completed IEPs, including placement minutes. Interviews or questionnaires. Students' records. LSS/SOP policies and procedures. Local data.	
COMMENT:	

34 CFR 300.347

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IV. INDIVIDUALIZED EDUCATION PROGRAMS 19h. The IEPs of students with disabilities include a statement of **why the assessment is not appropriate and of how the student will be assessed.** **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ When the IEP/Placement team determines that participation in a specific statewide, districtwide, or schoolwide assessment (or part of an assessment) is not appropriate for the individual student, the IEP includes a statement of why participation is not appropriate. ☐ When the IEP team determines that participation in a specific statewide, districtwide, or schoolwide assessment (or part of an assessment) is not appropriate for the individual student, the IEP indicates that the Georgia Alternate Assessment (GAA) will be used to assess the student. ☐ The decision that participation in a statewide, districtwide, or schoolwide assessment is not appropriate is made on an individual basis and is not based solely on the disability category, i.e., the decision is specific to the individual student. * The percentage of students with disabilities participating in the alternate assessment (the GAA) is comparable to statewide data.
DATA SOURCES: IEP forms used by the LSS/SOP. Completed IEPs, including placement minutes. Interviews or questionnaires. Students' records. LSS/SOP policies and procedures. Local data.	
COMMENT:	

34 CFR 300.347

IV. INDIVIDUALIZED EDUCATION PROGRAMS 19i. The IEPs of students with disabilities include the **projected dates for the initiation and duration** of services and modifications. **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ IEPs clearly indicate the anticipated beginning and ending date (month/day/year) for each special education and related service. ☐ IEPs clearly indicate the anticipated beginning and ending date (month/day/year) for modifications.
DATA SOURCES: IEP forms used by the LSS/SOP. Completed IEPs, including placement minutes. Interviews or questionnaires. Students' records. LSS/SOP policies and procedures.	
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IV. INDIVIDUALIZED EDUCATION PROGRAMS 19j. The IEPs of students with disabilities include the **anticipated frequency and location** of services and modifications. **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ IEPs clearly indicate how often each special education and related service will be provided in segments or hours per day, per week, or per month. ☐ IEPs clearly indicate the location in which each special education and related service will be provided (special education environment or general education environment, community sites, residential school, state school, DHR hospital-special education environment; DHR hospital-regular education environment etc.). ☐ For deaf or hard of hearing students, audiological evaluations are considered a related service with a frequency of at least once per year.
DATA SOURCES: IEP forms used by the LSS/SOP. Completed IEPs, including placement minutes. Interviews or questionnaires. Students' records. LSS/SOP policies and procedures.	
COMMENT:	

34 CFR 300.347

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IV. INDIVIDUALIZED EDUCATION PROGRAMS 19k. Students with disabilities participate in a **regular physical education (PE) program or specially designed (adapted) PE**, as indicated on the IEP. **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ Whether students with disabilities participate in regular PE or specially designed (adapted) PE is indicated their IEPs. ☐ If physical education is a requirement for the student's current grade level (elementary and middle school programs), it must be addressed in the student's IEP. ☐ If a high school-aged student has met the local school system's PE course requirements, the IEP may indicate that PE is not required for the indicated school year. ☐ If specially designed (adapted) PE is indicated, it is addressed in all applicable components of the IEP. ☐ Adapted PE is addressed in the present level of performance and goals/objectives/benchmarks section. ☐ The location and duration for adapted PE are indicated. ☐ The amount of time for adapted PE is indicated on the IEP.
DATA SOURCES: Description of programs available with number and disability category of students participating in each. Interviews or questionnaires. IEPs.	
COMMENT:	

34 CFR 300.307

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IV. INDIVIDUALIZED EDUCATION PROGRAMS 191. The IEPs of students with disabilities include a statement of **transition service needs, beginning at age 14.** **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ IEPs for students who are age 14 and older contain evidence that the course of study is considered and IEP committee decisions are documented. ☐ IEPs for students who are age 14 and older indicate which graduation credential the student is pursuing (College Preparatory diploma, Career/Technical diploma, Special Education diploma). ☐ IEPs for students who are age 14 and older contain evidence that the course of study is reviewed annually and revised, as appropriate. ☐ Transition needs related to the course of study are discussed no later than the student's 14th birthday. * The percentage of youth with disabilities participating in transition planning increases. * The rate of youth with disabilities graduating with a regular diploma is comparable to that of youth without disabilities. * Drop out rates for youth with disabilities are no higher than those for youth without disabilities. * The percentage of youth with disabilities participating in post-school activities (i.e., employment, post-secondary education, independent living, community participation, and life skills) increases.
DATA SOURCES: IEP forms used by the LSS/SOP. Completed IEPs, including placement minutes. Interviews or questionnaires. Students' records. LSS/SOP policies and procedures. Local data.	
COMMENT:	

34 CFR 300.347

IV. INDIVIDUALIZED EDUCATION PROGRAMS 19m. The IEPs of students with disabilities include appropriate **transition services, beginning at age 16.** **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ IEPs for students ages 16-21 contain a description of appropriate transition services in each of the required transition areas listed below, unless the IEP team determined services are not needed in one or more areas. ☐ Instruction. ☐ Related services. ☐ Community experiences. ☐ Development of employment and other post-school adult living objectives. ☐ When appropriate for the individual student, acquisition of daily living skills and functional vocational evaluation are included in the transition statement. ☐ There is evidence that transition services have been reviewed at least annually and revised, as necessary. ☐ The needs, interests, and preferences of the student have been considered. ☐ If the student does not attend the meeting, an alternative method (such as an interview with the student) is used to determine the student's needs, interests and preferences. ☐ The statement of transition services indicates that the student's input has been considered. ☐ Transition services are individually planned and not solely based on the disability category, for example, all students with profound intellectual disabilities do not have identical transition plans. ☐ Transition services are included in the IEPs of students no later than the 16th birthday. ☐ Transition plans address assistive technology needs, as appropriate.
DATA SOURCES: IEP forms used by the LSS/SOP. Completed IEPs, including placement minutes. Interviews or questionnaires. Students' records. LSS/SOP policies and procedures.	
COMMENT:	

34 CFR 300.347

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IV. INDIVIDUALIZED EDUCATION PROGRAMS 19n. The IEPs of students with disabilities include a statement, when appropriate, of the **interagency responsibilities or linkages** (or both). **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ IEPs include a statement of interagency responsibilities and/or linkages appropriate to the needs of the individual student. ☐ If an agency invited to send a representative to an IEP meeting does not attend, there is documentation that the LSS/SOP takes other steps to obtain the participation of the agency in planning transition services. * Available linkages to transition services providers outside the LSS increase.
DATA SOURCES: IEP forms used by the LSS/SOP. Completed IEPs, including placement minutes. Interviews or questionnaires. Students' records. LSS/SOP policies and procedures. Local data.	
COMMENT:	

34 CFR 300.347

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IV. INDIVIDUALIZED EDUCATION PROGRAMS 19o. The IEPs of students with disabilities include **revised strategies for transition services if a participating agency fails to provide previously agreed upon transition services.** **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ When previously agreed upon services were not provided by another agency, the LSS/SOP initiates an IEP/Placement meeting as soon as possible to identify alternate strategies to meet transition objectives and, if necessary, revise the student's IEP.
DATA SOURCES: IEP forms used by the LSS/SOP. Completed IEPs, including placement minutes. Interviews or questionnaires. Students' records. LSS/SOP policies and procedures.	
COMMENT:	

34 CFR 300.340, 300.348

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IV. INDIVIDUALIZED EDUCATION PROGRAMS 19p. The IEPs of students with disabilities include a statement that the **student has been informed of the rights that will transfer at age 18,** beginning at least one year before the student reaches age 18. **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ IEPs contain, no later than the student's 17th birthday, a statement that the student has been informed of the rights which will transfer to the student upon reaching the age 18, unless the student has been determined to be incompetent under state law through the judicial process. ☐ There is documentation in the student's record that the rights have been transferred at age 18. **NOTE: Parents retain the right to notice when all other rights transfer to the student at age 18.** * The percentage of youth exercising their rights and responsibilities, as appropriate, regarding special education at the age of majority, increases.
DATA SOURCES: IEP forms used by the LSS/SOP. Completed IEPs, including placement minutes. Interviews or questionnaires. Students' records. LSS/SOP policies and procedures. Local data.	
COMMENT:	

34 CFR 300.347

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IV. INDIVIDUALIZED EDUCATION PROGRAMS 19q. The IEPs of students with disabilities include a statement of **how progress toward annual goals will be measured.** **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ Criteria for measuring achievement of each goal/benchmark/objective are included on the IEP and clearly indicate the appropriate criteria for mastery. ☐ Evaluation methods for determining if criteria have been met are indicated for each goal/benchmark/objective.
DATA SOURCES: IEP forms used by the LSS/SOP. Completed IEPs, including placement minutes. Interviews or questionnaires. Students' records. LSS/SOP policies and procedures.	
COMMENT:	

34 CFR 300.347

IV. INDIVIDUALIZED EDUCATION PROGRAMS 19r. The IEPs of students with disabilities include a statement of **how the student's parents will be regularly informed of their child's progress.** COMPLIANCE: ☐ Verified ☐ Not Verified ☐ Systemic ☐ Isolated	CRITERIA: ☐ IEPs contain a statement that indicates how parents will be regularly informed of their child's progress. ☐ Progress on annual goals in the IEP is reported with the same frequency as progress is reported for students without disabilities. ☐ The method used to report progress indicates whether the progress is sufficient to project that the annual goals will be achieved by the end of the school year.
DATA SOURCES: IEP forms used by the LSS/SOP. Completed IEPs, including placement minutes. Interviews or questionnaires. Students' records. LSS/SOP policies and procedures.	
COMMENT:	

34 CFR 300.347

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IV. INDIVIDUALIZED EDUCATION PROGRAMS 19s. The IEPs of students with disabilities include consideration of **extended school year (ESY) services.** **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ In order to provide a free appropriate public education (FAPE), IEPs indicate that the need for ESY services has been considered annually by the IEP/Placement team. ☐ The decision as to whether or not the student needs ESY services has been documented annually for each student with an IEP. ☐ Multiple factors are considered in determining the need for ESY services, including: ☐ The age of the student ☐ The severity of the student's disability ☐ Student progress on skills as identified in the IEP goals and objectives, which address, as appropriate, the student's needs in the areas of academics, communication, social, behavioral, motor, vocational, and mobility. ☐ The relative importance of the IEP goals at issue ☐ The student's rate of progress or rate of regression which may limit the student's ability to achieve IEP goals and objectives. ☐ The contents of the any applicable transition plan for the student ☐ Whether related services are needed to enable the student to progress toward IEP goals. ☐ Other pertinent information, including emerging skills. ☐ Whether or not the student is likely to regress without ESY services is not the sole criteria considered. ☐ When the IEP committee determines that ESY services need to be provided, the IEP documents: ☐ The goals and objectives to be extended or modified provided such extension is needed to provide FAPE. ☐ The specific special education or related service to be provided. ☐ The amount of time and the location for specific ESY services. ☐ The beginning and ending dates for the services. ☐ The title of the service provider.

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Extended School Year (continued)	☐ The ESY services, and all necessary transportation, indicated on the IEP are provided at no cost to parents. ☐ The need for ESY services is considered on an individual basis and not determined or limited based solely on the category or severity of disability, type, amount, or duration of services. * The percentage of students with disabilities who need, but are denied ESY services decreases.
DATA SOURCES: IEP forms used by the LSS/SOP. Completed IEPs, including placement minutes. Interviews or questionnaires. Students' records. LSS/SOP policies and procedures. Local data.	
COMMENT:	

34 CFR 300.309

IV. INDIVIDUALIZED EDUCATION PROGRAMS 20a **The IEPs of students with disabilities are accessible** to each regular education teacher, special education teacher, related service provider, and other provider who is responsible for its implementation. **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ IEPs are accessible to each regular education teacher, special education teacher, related service provider, and other provider who is responsible for its implementation.
DATA SOURCES: IEP form used by the LSS/SOP. Completed IEPs including placement minutes. Interviews or questionnaires. LSS/SOP policies and procedures. Students' records.	
COMMENT:	

34 CFR 300.342

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IV. INDIVIDUALIZED EDUCATION PROGRAMS 20b. Each regular education teacher, special education teacher, related service provider, and other provider is informed of his or her **responsibilities related to implementing the students' IEPs** and specific accommodations, modifications, and supports. **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ Documentation verifies that each regular education teacher, special education teacher, related service provider, and other provider is informed of his or her responsibilities related to implementing the students' IEPs. ☐ Documentation verifies that each regular education teacher, special education teacher, related service provider, and other provider is informed of the specific accommodations, modifications, and supports that must be provided for students in accordance with the IEPs.
DATA SOURCES: IEP form used by the LSS/SOP. Completed IEPs including placement minutes. Interviews or questionnaires. LSS/SOP policies and procedures. Students' records.	
COMMENT:	

34 CFR 300.342

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IV. INDIVIDUALIZED EDUCATION PROGRAMS 21a. All students have **an IEP in effect at the beginning of each school year** and before special education and related services are provided in the LSS and non-LSS facilities (State-Operated Programs). COMPLIANCE: ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ All students with disabilities who are eligible for special education and related services in the local school system have an IEP that is in effect on the first day of the school year. ☐ All students with disabilities in the LSS who are eligible for special education and related services have an IEP in effect before any services are provided. ☐ The IEP is implemented as soon as possible following the IEP/Placement meeting, including any case in which a payment source is being determined. ☐ All students with disabilities who are eligible for special education and related services in state-operated programs (SOP) have an IEP that is in effect on the first day of the school year. **NOTE: SOPs include state schools, Department of Human Resources regional hospitals, Department of Juvenile Justice programs, Department of Corrections programs.** ☐ All students with disabilities in SOPs who are eligible for special education and related services have an IEP in effect before any services are provided.
DATA SOURCES: IEP form used by the LSS/ SOP. Completed IEPs in student records. LSS/SOP policies and procedures. Interviews or questionnaires.	
COMMENT:	

34 CFR 300.301, 300.342

IV. INDIVIDUALIZED EDUCATION PROGRAMS 21b. All students who **transition from early intervention programs (Part C)** to a LSS/SOP preschool programs have an IEP in effect by the third birthday. **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ IEPs of students who transition from Part C/Early Intervention programs to LSS preschool special education programs are developed and in effect no later than the student's third birthday. ☐ An Individual Family Service Plan (IFSP) is used in place of an IEP for a student turning three years old over the summer **only if:** ☐ The ISFP has all the components of the IEP. ☐ The parents have been informed of the differences between an IEP and an IFSP. ☐ The parents have provided written consent for the use of the IFSP. ☐ If the IEP team has determined that the child is in need of extended school year services, the services provided by the LSS are documented in the ISFP. * The percentage of students with disabilities eligible under Part B who receive appropriate special education and related services by their third birthday, when appropriate, increases.
DATA SOURCES: IEP form used by the LSS/ SOP. Completed IEPs in student records. LSS/SOP policies and procedures. Interviews or questionnaires. Local data.	
COMMENT:	

34 CFR 300.342

IV. INDIVIDUALIZED EDUCATION PROGRAMS 22. IEPs are **developed within 30 days** of the determination that they need special education for students not previously placed in special education. **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ Initial IEPs are developed no more than 30 calendar days from the date when eligibility was determined.
DATA SOURCES: IEPs. LSS/SOP policies and procedures. Interviews or questionnaires.	
COMMENT:	

34 CFR 300.343

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IV. INDIVIDUALIZED EDUCATION PROGRAMS 23. IEPs and placements are **reviewed and revised at least annually.** **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ To determine whether annual goals are being achieved. ☐ IEPs and placements are reviewed at least annually (no later than one calendar year from the date the IEP was developed). ☐ To address lack of expected progress toward goals and lack of expected progress in the general curriculum, when appropriate. ☐ Progress toward goals is reviewed at least annually. ☐ Progress, as appropriate for the individual student, in general curriculum is reviewed. ☐ When the review indicates that the student is not making the expected progress toward meeting the annual goals, the IEP is revised. ☐ When the review indicates that the student is not making progress in the general curriculum, to the extent determined appropriate for the individual student, the IEP is revised. ☐ To address reevaluation results, if any. ☐ When reevaluation has occurred, reevaluation data are considered at an IEP meeting no later than the date of the next scheduled annual review. ***NOTE: A meeting to consider the reevaluation results may need to be scheduled before the next annual IEP review, if necessary to determine eligibility or to revise the IEP.** ☐ To address information provided to, or by, the student's parents. ☐ Information provided to or by the parents is considered when IEPs are reviewed and revised. ☐ To address anticipated needs or other matters? ☐ The anticipated needs of the student with a disability are considered when IEPs are reviewed and revised. ☐ Others matters, as appropriate to the individual student, are considered.
DATA SOURCES: IEPs. LSS/SOP policies and procedures. Interviews or questionnaires.	
COMMENT:	

34 CFR 300.343

IV. INDIVIDUALIZED EDUCATION PROGRAMS 24a. IEPs and/or students' records document the **involvement in each IEP meeting of the parents**. **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ IEPs contain documentation that parents participated in IEP meetings, or were afforded the opportunity to participate. Participation may be through alternative methods such as phone calls. ☐ If the parents did not attend the meeting, students' records contain documentation of attempts to involve them and of the system's/program's willingness to reschedule the meeting for a mutually agreed upon date and time. * Parents' active involvement in decision-making for their children increases. * Active involvement of parents and students, when appropriate, in IEP planning and transition increases. * The use and availability of accommodations to meet parent's needs, such as interpreters, translators, accessible locations, etc., increase. * The identified needs of students with disabilities and their parents being incorporated into program improvement activities, increases.
DATA SOURCES: Documentation of correspondence, home visits, and phone contacts. Names and positions of meeting participants. Students' records. Interviews or questionnaires. Documentation of contacts with other agencies. Local data.	
COMMENT:	

34 CFR 300.344

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IV. INDIVIDUALIZED EDUCATION PROGRAMS 24b. IEPs and/or students' records document the **involvement in each IEP meeting of at least one regular education teacher** of the student, if the student is or may be participating in the regular education environment. **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ IEPs contain documentation that at least one regular education teacher served on the IEP/Placement team for each student with a disability who is or may be participating in the regular education environment. ☐ The regular education teacher is a member of the IEP/Placement team and participates, to the extent appropriate, in the development of the IEP, including determination of positive behavioral interventions and strategies, determination of supplemental aids and services, program modifications and support for school personnel. ☐ For a meeting on a preschool student with a disability, the regular education teacher may be a licensed child care provider, a child care teacher, a pre-kindergarten teacher, a regular kindergarten teacher, or the parent who may serve in the role of the regular education teacher only for a preschool student who is receiving home-based services.
DATA SOURCES: Documentation of correspondence, home visits, and phone contacts. Names and positions of meeting participants. Students' records. Interviews or questionnaires. Documentation of contacts with other agencies.	
COMMENT:	

34 CFR 300.344

IV. INDIVIDUALIZED EDUCATION PROGRAMS 24c. IEPs and/or students' records document the **involvement in each IEP meeting of at least one special education teacher or, when appropriate, special education provider** of the student. **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ The IEP contains documentation that at least one special education teacher or provider (i.e., occupational or physical therapist) participated as a member of the IEP/Placement team.
DATA SOURCES: Documentation of correspondence, home visits, and phone contacts. Names and positions of meeting participants. Students' records. Interviews or questionnaires. Documentation of contacts with other agencies.	
COMMENT:	

34 CFR 300.344

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IV. INDIVIDUALIZED EDUCATION PROGRAMS 24d. IEPs and/or students' records document the **involvement in each IEP meeting of a representative of the LSS/SOP** who is qualified to provide or supervise specially designed instruction to meet the needs of students with disabilities and who is knowledgeable of the general curriculum and available LSS/SOP resources. **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ IEPs contain documentation that a representative of the LSS/SOP participated as a member of the IEP/Placement team. ☐ The individual serving in the role of LSS/SOP representative: ☐ Is qualified to provide or supervise special education (special education certificate or leadership certified) ☐ Is knowledgeable of the general curriculum and of the resources of the school system/state program. ☐ Is aware that he/she is the person serving in the role of the system/program representative who can commit resources. ☐ The LSS/SOP may designate another LSS/SOP team member to also serve as the representative, if the above requirements are met.
DATA SOURCES: Documentation of correspondence, home visits, and phone contacts. Names and positions of meeting participants. Students' records. Interviews or questionnaires. Documentation of contacts with other agencies.	
COMMENT:	

34 CFR 300.344

IV. INDIVIDUALIZED EDUCATION PROGRAMS 24e. IEPs and/or students' records document the **involvement in each IEP meeting of an individual who can interpret the instructional implications of evaluation results** (may be a member of the team described in b-f). **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ The IEP contains documentation that a qualified special education teacher, school psychologist, diagnostician, therapist, or other individual who can interpret the instructional implications of evaluation results, participated as a member of the IEP/Placement team. *This individual may also be serving another role on the IEP/Placement team.
DATA SOURCES: Documentation of correspondence, home visits, and phone contacts. Names and positions of meeting participants. Students' records. Interviews or questionnaires. Documentation of contacts with other agencies.	
COMMENT:	

34 CFR 300.344

IV. INDIVIDUALIZED EDUCATION PROGRAMS 24f. IEPs and/or students' records document the **involvement in each IEP meeting of others who have knowledge or special expertise** regarding the student, including related services personnel, at the discretion of the parents or the LSS/SOP. **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ As requested by the parents or the LSS/SOP, other individuals who have knowledge or special expertise regarding the student are invited and have the opportunity to participate in the IEP/Placement meeting. NOTE: The determination of knowledge and special expertise rests with the parent or LSS/SOP who invited the individual to participate in the IEP meeting for a student.
DATA SOURCES: Documentation of correspondence, home visits, and phone contacts. Names and positions of meeting participants. Students' records. Interviews or questionnaires. Documentation of contacts with other agencies.	
COMMENT:	

34 CFR 300.344

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IV. INDIVIDUALIZED EDUCATION PROGRAMS 24g. IEPs and/or students' records document the **involvement in each IEP meeting of the student**, when appropriate. **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ Documentation verifies that all students with disabilities who are age 14 and older were invited to attend their own IEP/Placement meetings. ☐ Students younger than age 14 may be invited to their IEP/Placement meetings, as appropriate. ☐ Students with disabilities who are age 14 and older must be invited to attend their IEP/Placement meetings regardless of the severity of their disabilities. * Active involvement by students with disabilities, aged 14 and older, in the development of the IEPs and transition plans increases.
DATA SOURCES: Documentation of correspondence, home visits, and phone contacts. Names and positions of meeting participants. Students' records. Interviews or questionnaires. Documentation of contacts with other agencies. Local data.	
COMMENT:	

34 CFR 300.344

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IV. INDIVIDUALIZED EDUCATION PROGRAMS 24h. **The LSS/SOP in planning conferences** arranged by **Part C programs** for students who transition from early intervention to preschool. **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ A representative from the LSS/SOP participates in planning conferences arranged by Part C/Early Intervention programs for students who are transitioning to special education preschool services in the LSS/SOP. ☐ Documentation of the name of the LSS/SOP representative who attended each preschool child's transition meeting is maintained.
DATA SOURCES: Documentation of correspondence, home visits, and phone contacts. Names and positions of meeting participants. Students' records. Interviews or questionnaires. Documentation of contacts with other agencies.	
COMMENT:	

34 CFR 300.344

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IV. INDIVIDUALIZED EDUCATION PROGRAMS 25. The LSS ensures the development of IEPs and the rights of **students with disabilities who are referred to and receiving special education and related services at a public facility other than the LSS** (such as DHR programs and state schools). **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ The LSS/SOP has developed procedures for ensuring that students receiving special education and related services located in other public facilities (DHR programs and state schools) have timely and appropriately developed IEPs which address all requirements and the LSS has participated in the eligibility and IEP meetings. ☐ Eligibility is determined by an appropriate team that includes the parent. ☐ IEPs are developed by the child's third birthday for children transitioning from Early Intervention, "Babies Can't Wait". ☐ IEPs are developed within required timelines. ☐ IEPs are developed by an IEP team with all required members, and the IEP includes all requirements. ☐ The LSS maintains records that document interagency contact and collaboration (through state cooperative agreements), notice of meetings, eligibility reports, IEPs and participation of parents, appropriate LSS personnel, and student, when appropriate, in IEP meetings. Note: The Department of Juvenile Justice and the Department of Corrections are considered to be school systems and are, therefore, responsible for their own compliance.
DATA SOURCES: Student records at non-LSS public facilities. Correspondence. Documentation of phone contacts or visits. Implementation of state interagency cooperative agreements. Interviews or questionnaires.	
COMMENT:	

34 CFR 300.341, 300.342

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V. FREE APPROPRIATE PUBLIC EDUCATION

26a. A free appropriate public education **(FAPE) is provided to all students with disabilities.**

COMPLIANCE:

- ☐ **Verified**
- ☐ **Not Verified**
- ☐ **Systemic**
- ☐ **Isolated**

NOTE: Any asterisked item included on a compliance requirement criteria page indicates local data which should be collected, analyzed, and used in local planning to address improved results for students with disabilities.

CRITERIA:

☐ **According to their IEPs.**

- ☐ Students with disabilities, ages 3-21, receive all specified special education and related services needs as indicated in the IEP that is based on the student's unique needs, not on the student's category of disability.
- ☐ FAPE applies to students expelled or suspended from school for more than 10 school days within one school year.
- ☐ FAPE applies to any student with a disability who needs special education and related services even though the student is progressing from grade to grade.
- ☐ FAPE applies to students with disabilities who have graduated but who have not received a regular high school diploma.
- ☐ FAPE applies to students, aged 18-21, in adult correctional facilities who:
  - ☐ Had been identified as a student with a disability and had received services in accordance with an IEP, but who left school prior to their incarceration; or
  - ☐ Did not have an IEP, but who had actually been identified as a "student with a disability".
  - ☐ Special education and related services needed to provide FAPE are based on the student's IEP, not on the disability category.
- ☐ FAPE applies to students placed in an approved private school only if the students are placed by the LSS.
- ☐ FAPE applies to students enrolled in charter schools.

☐ **Within age ranges** set forth in the system's special education comprehensive plan.

- ☐ Students with disabilities are served in schools and programs appropriate for their age.
  - ☐ Preschool-aged students in a preschool setting.
  - ☐ Elementary-aged students at an elementary school.
  - ☐ Middle school-aged students at a middle school.
  - ☐ High school-aged students at a high school.

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FAPE (Continued)	☐ In most cases, the chronological age range for self-contained special education classes does not exceed three years. ☐ **At no cost to parents** when students are enrolled in an LSS/SOP or placed in an approved private school by the LSS. ☐ Students with disabilities receive services as indicated in their IEPs at no cost to parents. ☐ When a student is placed by a LSS in an approved public or private school or facility, the placement is at no cost to the parents. *Special education, including room and board and related services as described in the student's IEP, is provided at no cost to the parents when the LSS places a student in approved public or private program. ☐ Assistive technology devices and services as described in IEPs are provided to students with disabilities at no cost to the parents. ☐ Students eligible for special education in local and state juvenile and correctional facilities receive FAPE at no cost to parents. ☐ Students eligible for special education in local juvenile and correctional facilities are afforded the same rights under IDEA as those served in LSSs/SOPs, subject to exceptions in IDEA. ✳ Dropout rates for students with disabilities are decreasing and are no greater than for students without disabilities. ✳ High school graduation rates for students with disabilities increase. ✳ Special education and related services (psychological counseling or evaluations, physical or occupational therapy, transportation to receive services, etc.) required by IEPs are provided at no cost to parents.
DATA SOURCES: IEPs. Student lists for age 3 to 21. Waiting lists. Teacher caseloads. December 1 Child Count Report. End-of-year report. Public residential placements including state schools, institutions, and groups homes. Interviews or questionnaires. Local data.	
COMMENT:	

34 CFR 300.13, 300.122, 300.300, 300.302

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V. FREE APPROPRIATE PUBLIC EDUCATION 26b. A free appropriate public education (FAPE) provided to all students with disabilities within maximum **state allowable caseload** limits. **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** Maximum caseload for a **self-contained program** for students with: ☐ Deafblind: 7 ☐ Emotional and Behavioral Disorders: 12 ☐ Deaf/Hard of Hearing: 8 ☐ Mild Intellectual Disabilities:14 ☐ Moderate Intellectual Disabilities: 11 ☐ Orthopedic Impairments: 11 ☐ Profound Intellectual Disabilities: 6 ☐ Severe Intellectual Disabilities: 7 ☐ Specific Learning Disabilities: 16 ☐ Speech/Language Impairments: 15 ☐ Visual Impairments: 7. The maximum caseload for a **resource program** for students with: ☐ Mild Intellectual Disabilities: 26 ☐ Emotional and Behavioral Disorders: 26 ☐ Specific Learning Disabilities: 26 ☐ Visual Impairments: 13 ☐ Hearing Impairments: 11 ☐ Interrelated (EBD, MI, SLD): 26 ☐ Orthopedic Impairments: 15 ☐ Speech/Language Impairments: 29 maximum scheduled per day, 55 total caseload
DATA SOURCES: IEPs. Student lists for age 3 to 21. Waiting lists. Teacher caseloads. December 1 Child Count Report. End-of-year report. Public residential placements including state schools, DHR facilities, DJJ or GDC facilities. Interviews or questionnaires.	
COMMENT:	

34 CFR 300.13, 300.121, 300..300, 300.302

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V. FREE APPROPRIATE PUBLIC EDUCATION 26c. A free appropriate public education (FAPE) is provided to all students with disabilities within **maximum allowable class sizes**. COMPLIANCE: ☐ Verified ☐ Not Verified ☐ Systemic ☐ Isolated	CRITERIA: Deafblind: ☐ Self-contained with a paraprofessional: 6 Emotional and Behavioral Disorders: ☐ Self-contained without a paraprofessional: 8 ☐ Self-contained with a paraprofessional: 11 ☐ Resource without a paraprofessional: 7 ☐ Resource with a paraprofessional: 10 Deaf/Hard of Hearing: ☐ Self-contained without a paraprofessional: 6 ☐ Self-contained with a paraprofessional: 8 ☐ Resource without a paraprofessional: 3 ☐ Resource with a paraprofessional: 4 Intellectual Disabilities: ☐ Mild-Self-contained or resource without paraprofessional: 10 ☐ Mild-Self-contained or resource with a paraprofessional: 13 ☐ Moderate-Self-contained with a paraprofessional: 11 ☐ Severe-Self-contained with a paraprofessional: 7 ☐ Profound-Self-contained with a paraprofessional: 6 Orthopedic Impairments: ☐ Self-contained with a paraprofessional: 11 ☐ Resource without a paraprofessional: 4 ☐ Resource with a paraprofessional: 5 Specific Learning Disabilities: ☐ Self-contained without a paraprofessional: 12 ☐ Self-contained with a paraprofessional: 16 ☐ Resource without a paraprofessional: 8 ☐ Resource with a paraprofessional: 10

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Class Size (Continued)	Speech/Language Impairments: ☐ Self-contained without a paraprofessional: 11 ☐ Self-contained with a paraprofessional: 15 ☐ Resource without a paraprofessional: 7 Visual Impairments: ☐ Self-contained with a paraprofessional: 6 ☐ Resource without a paraprofessional: 3 ☐ Resource with a paraprofessional: 4 ☐ If students from different programs are served in the same segment, the class size is determined by the program with the smallest class size. • The maximum number of paraprofessionals that can be used to increase the maximum class size is **three (3)**. • Placement of students with autism, traumatic brain injury, or other health impairments in the program areas listed above does not change class sizes.
DATA SOURCES: IEPs. Student lists for age 3 to 21. Waiting lists. Teacher caseloads. December 1 Child Count Report. End-of-year report. Public residential placements including state schools, DHR facilities, DJJ or GDC facilities. Interviews or questionnaires.	
COMMENT:	

34 CFR 34 CFR 300.13, 300.121, 300.300, 300.302

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V. FREE APPROPRIATE PUBLIC EDUCATION 27. The LSS/SOP ensures the **proper functioning of hearing aids and other assistive devices.** **COMPLIANCE:** ☐ Verified ☐ Not Verified ☐ Systemic ☐ Isolated	**CRITERIA:** ☐ The LSS/SOP has written procedures to ensure that hearing aids and other assistive amplification devices are functioning properly. ☐ The procedures specify the designated, qualified responsible personnel that conduct the daily check of hearing aids/assistive amplification devices. ☐ The procedures describe follow-up measures needed to repair the hearing aid/assistive amplification devices. ☐ Documentation verifies that procedures for checking hearing aids/assistive devices are being implemented daily for any student with a disability who uses a hearing aid/assistive device.
DATA SOURCES: Policies and procedures. Interviews or questionnaires. Logs.	
COMMENT:	

34 CFR 300.303

V. FREE APPROPRIATE PUBLIC EDUCATION	CRITERIA:
28. The LSS/SOP ensures that students with disabilities participate, as appropriate, in a **variety of educational programs and services,** including art, music, family and consumer education, technology/career preparatory courses, special interest groups, clubs and employment? **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	☐ IEPs/placement minutes and students' schedules indicate that participation in a variety of programs and services is being considered and documented, as appropriate to the individual student. ☐ Students with disabilities have access to and are participating in a variety of educational programs and services in the LSS. ☐ There is no policy within the school system, written or unwritten, which limits the participation of students with disabilities in such activities/courses to the extent appropriate for the individual student. ☐ IEP teams consider opportunities for participation in such activities/courses on an individual basis not based solely on a category of disability.
DATA SOURCES: Cooperative agreement(s) with Vocational Education, Rehabilitation Services, and other agencies. Interviews or questionnaires. Description of programs available with number and disability category of each student participating. RVI caseload. Student schedules.	
COMMENT:	

34 CFR 300.304, 305

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V. FREE APPROPRIATE PUBLIC EDUCATION 29a. The LSS/SOP has **written policies and procedures for discipline** of students with disabilities in accordance with the requirements of the Individuals with Disabilities Education Act (IDEA). **COMPLIANCE:** ☐ Verified ☐ Not Verified ☐ Systemic ☐ Isolated	**CRITERIA:** ☐ The LSS/SOP has written policies and procedures for discipline of students with disabilities in accordance with the requirements of the IDEA for: ☐ Placement in alternative educational settings. ☐ Manifestation determination. ☐ Expedited Due Process hearings. ☐ Assertion of IDEA protections by students not currently eligible for special education. ☐ Reporting a crime. * Performance indicator data verifies that students with disabilities are receiving FAPE during long-term suspensions or expulsion. * Suspension and expulsion rates for students with disabilities are no higher than for students without disabilities. * The percentage of students with disabilities who are receiving appropriate functional behavior assessments and behavior plans, increases, as appropriate. * The percentage of students with disabilities who have been suspended or expelled and who are receiving services that address their identified needs, increases. * The percentage of students with disabilities in alternative education placements whose behavior needs are being addressed increases.
DATA SOURCES: Written policies and procedures for discipline of students with disabilities. Local data.	
COMMENTS:	

34 CFR 300.519, 520, 521, 523, 524, 525, 526, 527, 528, 529

V. FREE APPROPRIATE PUBLIC EDUCATION 29b. The LSS provides a free appropriate public education to students with disabilities who have been suspended or expelled for more than 10 days. COMPLIANCE: ☐ Verified ☐ Not Verified ☐ Systemic ☐ Isolated	CRITERIA: ☐ For a student with a disability who has been removed from the current placement for more than 10 school days in that school year, the LSS/SOP, for any further removals, ☐ Provides services to the extent necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals in the student's IEP, if the removal is under the authority of school personnel to remove for not more than 10 consecutive school days as long as that removal does not constitute a change in placement. ☐ If the removal constitutes a change in placement, school personnel, in consultation with the student's special education teacher, determine the extent to which services are necessary for the student to appropriately progress in the general curriculum and advance toward achieving the IEP goals. ☐ For behavior that is not a manifestation of the student's disability, ☐ The student's IEP team determines the extent to which services are necessary to enable the student to appropriately progress in the general curriculum and advance toward achieving the IEP goals. ☐ The LSS provides services in an interim alternative educational setting that ☐ Is selected to enable the student to continue to progress in the general curriculum and continue to receive the services and modifications in the current IEP, including services designed to enable the student to meet the IEP goals and the services which address the behavior. ☐
DATA SOURCES: Written policies and procedures for discipline of students with disabilities. Local data. cc	
COMMENTS:	

34 CFR 300.519, 520, 521, 523, 524, 525, 526, 527, 528, 529

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V. FREE APPROPRIATE PUBLIC EDUCATION 30a. Special education facilities including classrooms are of **adequate size**. **COMPLIANCE:** ☐ Verified ☐ Not Verified ☐ Systemic ☐ Isolated	**CRITERIA:** ☐ Classrooms assigned to special education programs contain at least 38 square feet of space per student, allowing for a ten- percent variance, based on the maximum number of students served in the room during any one segment of the school day. ☐ Space is adequate for the students and classes assigned, amount and type of furniture and equipment required and storage needed.
DATA SOURCES: Building visits. Location of special education and regular education classrooms. Interviews or questionnaires. IEPs. Placement minutes. Rehabilitation Act Section 504, self-evaluation. Facilities Plan. Current building standards checklist/visit.	
COMMENT:	

34 CFR 300.304

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V. FREE APPROPRIATE PUBLIC EDUCATION 30b. Special education facilities are **designed for program accessibility** for students with disabilities. **COMPLIANCE:** ☐ Verified ☐ Not Verified ☐ Systemic ☐ Isolated	**CRITERIA:** ☐ Students with disabilities have physical access to all programs and services indicated in their IEPs. ☐ Restrooms are "handicapped accessible" for students with disabilities. ☐ Students with disabilities have access to all common areas of the school, including the cafeteria, gym, playground, office, and library. ☐ Classrooms are assigned to spaces which are "handicapped accessible," when necessary, for students with disabilities to receive the services indicated in their IEPs. ☐ If special education students who require physical accessibility are assigned to portable classrooms, these rooms are accessible.
DATA SOURCES: Building visits. Location of special education and regular education classrooms. Interviews or questionnaires. IEPs. Placement minutes. Rehabilitation Act Section 504, self-evaluation. Facilities Plan. Current building standards checklist/visit.	
COMMENT:	

34 CFR 300.304

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V. FREE APPROPRIATE PUBLIC EDUCATION 30c. Special education facilities **are of comparable quality to regular education facilities,** including adequate light, heat, air conditioning, and maintenance. **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ Classrooms assigned for special education and related services have adequate lighting, heat, air conditioning, ventilation, and furnishings comparable to the classrooms assigned to students without disabilities. ☐ Appropriate space is provided for the completion of psychological evaluations. ☐ Appropriate and private space is made available for students with special needs (changing tables, bathing, catheterization, dressing, etc.) ☐ Space assigned for special education and related services is maintained and repaired in a manner comparable to space assigned to students without disabilities. ☐ Classrooms assigned to students with disabilities are reasonably free from distractions such as excessive noise. ☐ Class rooms assigned to services for students who are deaf/hard of hearing are carpeted and otherwise sound treated, and in a location where noise and interruption are minimized. ☐ Classrooms assigned for special education are equipped with computer technology comparable to classrooms assigned to general education.
DATA SOURCES: Building visits. Location of special education and regular education classrooms. Interviews or questionnaires. IEPs. Placement minutes. Rehabilitation Act Section 504, self-evaluation. Facilities Plan. Current building standards checklist/visit.	
COMMENT:	

34 CFR 300.304

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V. FREE APPROPRIATE PUBLIC EDUCATION 30d. Special education facilities are **located in buildings with regular classes**, when appropriate. COMPLIANCE: ☐ Verified ☐ Not Verified ☐ Systemic ☐ Isolated	CRITERIA: ☐ Special education resource or self-contained classes are not located in a separate building or wing, which can be identified as a "special-education-only" site. ☐ If special education resource or self-contained classes are assigned to portable classrooms, general education classes are also being served in portables. ☐ Classrooms assigned to special education are located to allow students with disabilities the opportunity to interact with their nondisabled peers.
DATA SOURCES: Building visits. Location of special education and regular education classrooms. Interviews or questionnaires. IEPs. Placement minutes. Rehabilitation Act Section 504, self-evaluation. Facilities Plan. Current building standards checklist/visit.	
COMMENT:	

34 CFR 300.304

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V. FREE APPROPRIATE PUBLIC EDUCATION 31. **Transportation services** are provided to students with disabilities. **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** Transportation services are provided to students with disabilities: ☐ **At no cost to the parents** when appropriate. ☐ Students with disabilities in the LSS/SOP are transported at no cost to the parents on the same basis as students without disabilities. ☐ Students with disabilities in the LSS/SOP are transported at no cost to the parents in order to receive extended school year services. ☐ **With modifications**, as necessary. ☐ When an IEP specifies that modifications are needed for a student with disabilities to be transported, the modifications in the IEP are implemented. ☐ **According to a schedule** that enables students with disabilities to participate in a full school day. ☐ Students with disabilities begin and end the school day at the same time as students without disabilities who attend the same school. ☐ The only exception is for students whose IEPs call for less than a full school day for medical or other appropriate reasons that are clearly documented. ☐ At a minimum, students with disabilities have the required instructional time for their grade level based on 180 school days: • Grades K-3: 4.5 hours (270 minutes) • Grades 4-5: 5.0 hours (300 minutes) • Grades 6-12: 5.5 hours (330 minutes)
DATA SOURCES: Policies and procedures. Interviews or questionnaires. IEPs. List of transportation services for students served in state schools and residential programs. End-of-year report.	
COMMENT:	

34 CFR 300.24, 300.306

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VI. LEAST RESTRICTIVE ENVIRONMENT 32a. To the maximum extent appropriate **students with disabilities**, including students in public agencies or private institutions or other care facilities, **are educated with students who are not disabled.** **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated** **NOTE: Any asterisked item included on a compliance requirement criteria page indicates local data which should be collected, analyzed, and used in local planning to address improved results for students with disabilities.**	**CRITERIA:** ☐ IEPs, including placement minutes, document that all students with disabilities in the LSS/SOP are educated in a regular education environment to the maximum extent appropriate for the individual student. ☐ When a student with a disability is determined by his/her IEP team to be unable to be educated in the regular environment, the IEP/placement minutes provide an explanation. ☐ Evidence indicates that there are opportunities in the school system for students with disabilities to be educated with students who are not disabled and that students with disabilities are being educated with students who are not disabled in accordance with appropriately developed IEPs. ☐ A student with a disability is not removed from education in an age-appropriate regular classroom solely because of needed modifications in the regular curriculum. ☐ Options considered reflect efforts by the IEP committee to carefully consider services, modifications, and supports that might enable the students to participate in a less restrictive environment. * The percentage of students with disabilities participating with non-disabled students in a full range of programs and services available to students without disabilities, increases. * Training for implementing LRE is provided to address identified needs. * Opportunities increase, as appropriate, for students with disabilities to participate with non-disabled peers in non-academic and extracurricular activities. * Students with disabilities are educated in regular education settings unless otherwise determined by the IEP team. * Collaboration among regular and special education teachers to enable students with disabilities to progress in the general curriculum increases.
DATA SOURCES: IEPs including minutes. Interviews or questionnaires. Students' records. Evaluation reports. Reevaluation policies and procedures. Records of students placed at state schools or institutions. Reevaluation logs. Local data.	
COMMENT:	

34 CFR 300.550, 552

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VI. LEAST RESTRICTIVE ENVIRONMENT 32b. Special education classes, special schools, separate schooling or other removal of students with disabilities **from the regular education environment** occurs only when the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ Documentation in the IEP/placement minutes indicates that regular class placement with supplementary aids and services has been considered for every student with a disability. ☐ When the IEP/Placement team makes a final placement recommendation to remove a student with disabilities from the regular class (i.e., resource or self-contained special education class, a special or separate school, or removal from the regular class for other services), the IEP/placement minutes document the reasons. ☐ The decision to place a student out of the regular class (in a special education class, separate or special school or to remove the student from the regular education environment for other services) is made based on the student's IEP. * Placement outside of the regular classroom environment is not based on a disability category. * Placement decisions are made based on individual needs, rather than on a funding formula. * The number of students with disabilities in restrictive settings who are moved to less restrictive settings (based on a review of the IEP and available evaluation data), increases, as appropriate. * The percentage of students with disabilities in each disability category, along with each point of the continuum, is comparable to national/state data.

DATA SOURCES: IEPs including minutes. Interviews or questionnaires. Students' records. Evaluation reports. Reevaluation policies and procedures. Records of students placed at state schools or institutions. Reevaluation logs. Local data.

COMMENTS:

34 CFR 300.550

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VI. LEAST RESTRICTIVE ENVIRONMENT 32c. The educational placement of each student with a disability **is appropriately documented in the IEP and placement meeting minutes** that include information regarding options and factors considered, options rejected, and the rationale for the final placement decision. **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ IEP/placement minutes are recorded for all IEP/placement meetings, including meetings for initial placement, annual reviews, placement changes or considerations, transition meetings and any other IEP review meetings that may be held. ☐ The IEP/placement minutes document the options considered, the options rejected, and the rationale for the final placement decision. ☐ The more restrictive an environment recommended for the placement of a student with a disability, the greater the expectation that the rationale for the placement decision will address why it is necessary to remove the student to the more restrictive environment and to restrict the student's participation in regular education with students who do not have disabilities. ☐ Options for services, modifications, or supports which may enable the student to participate with nondisabled students to a greater degree (in regular classes, nonacademic, or extracurricular activities) were considered and are documented in the IEP committee minutes. * The provision of appropriate supplemental aids and services to support the success of students with disabilities in regular education settings increases.
DATA SOURCES: IEPs including minutes. Interviews or questionnaires. Students' records. Evaluation reports. Reevaluation policies and procedures. Records of students placed at state schools or institutions. Reevaluation logs. Local data.	
COMMENT:	

34 CFR 300.503, 300.550, 552

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VI. LEAST RESTRICTIVE ENVIRONMENT 32d. The educational placement of each student with a disability **is based on the IEP.** **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ Evidence indicates that IEPs are developed before placement is determined. ☐ Evidence indicates that placement decisions focus on the determination of the least restrictive environment in which the student's IEP can appropriately be implemented. * Placement options on the continuum are made available to the extent necessary to implement each student's IEP, including community-based options for preschoolers.
DATA SOURCES: IEPs including minutes. Interviews or questionnaires. Students' records. Evaluation reports. Reevaluation policies and procedures. Records of students placed at state schools or institutions. Reevaluation logs. Local data.	
COMMENT:	

34 CFR 300.550, 552

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VI. LEAST RESTRICTIVE ENVIRONMENT 32e. The educational placement of each student with a disability is **in the home school** unless otherwise specified in the IEP. **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ When a student with a disability is placed in a program which is not based at the school he/she would attend if he/she did not have a disability, the IEP, including the placement minutes, documents the reason(s) for the placement outside of the home school.
DATA SOURCES: IEPs including minutes. Interviews or questionnaires. Students' records. Evaluation reports. Reevaluation policies and procedures. Records of students placed at state schools or institutions. Reevaluation logs.	
COMMENT:	

34 CFR 300.550, 552

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VI. LEAST RESTRICTIVE ENVIRONMENT 32f. The educational placement of each student with a disability is **reviewed for possible harmful** effects and quality of service. **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ Possible harmful effects to the student and service quality are considered when placement is decided.
DATA SOURCES: IEPs including minutes. Interviews or questionnaires. Students' records. Evaluation reports. Reevaluation policies and procedures. Records of students placed at state schools or institutions. Reevaluation logs.	
COMMENT:	

34 CFR 300.550, 552

VI. LEAST RESTRICTIVE ENVIRONMENT 32g. The educational placement of each student with a disability is **reviewed annually.** **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ Dates on IEPs and placement minutes indicate that the educational placement of each student with a disability in the LSS/SOP has been reviewed at least one time during each calendar year.
DATA SOURCES: IEPs including minutes. Interviews or questionnaires. Students' records. Evaluation reports. Reevaluation policies and procedures. Records of students placed at state schools or institutions. Reevaluation logs.	
COMMENT:	

34 CFR 300.550, 552

VI. LEAST RESTRICTIVE ENVIRONMENT 33. The LSS/SOP has available a **continuum of alternative placements, delivery models and supplementary aids and services** to be provided in conjunction with regular class placement for all students with disabilities to receive FAPE in accordance with an IEP. **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** A full continuum of placement options is available, including instruction in regular classes and in age-appropriate settings, for students, regardless of the disability, whose IEPs indicate the need for: ☐ Supplementary aids and services in the regular class. ☐ Supplementary aids and services are considered, when appropriate, and are provided in the regular class in accordance with students' IEPs. (Special materials, special books, technology, instructional modifications, interpreters or paraprofessionals). ☐ Consultative services. ☐ Consultative services are considered, when appropriate, and are available when the IEP indicates a need for such services. ☐ A student being served through consultative services receives at least one segment per month of direct service from the appropriate special education teacher. ☐ Collaborative/team teaching services. ☐ Collaborative/team teaching services are considered, when appropriate, and are available when the IEP indicates a need for such services. ☐ Resource services. (Services in a resource room or in another model for half the number of instructional segments per day or less.) ☐ Resource services are considered, when appropriate, and are available for those students with disabilities when the IEP indicates a need for such service. ☐ Self-contained services. (Includes services in a self-contained classroom or services through another model for more than half the number of instructional segments per day.) ☐ Self-contained special education services are considered, when appropriate, and are available when the IEP indicates a need for such services, regardless of the ages or disabilities of the students. ☐ Itinerant services. ☐ Itinerant special education services are considered, when appropriate, and are available, as necessary, when the IEP indicates a need for such services. ☐ Services in the home, for students whose IEPs indicate the need for services in the home. ☐ Special education services provided in the homes of students with disabilities are available

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Continuum of Services (Continued)	when IEPs call for such services, regardless of the ages or disabilities of the students. ☐ Services in community settings. ☐ Services in community settings are considered, when appropriate, and are available when IEPs indicate a need for such services. (Examples: Preschool facility-based programs, Head Start programs, Georgia Pre-K programs, or private early care and education programs for preschool-age students; community-based instruction or vocational training.) ☐ Referral to state schools. ☐ Special education services at state schools are considered, as necessary, when the IEP indicates a need for such services. ☐ Related services required to assist students to benefit from the special education program. ☐ A full range of related services is considered as an option for students with disabilities who may need such services in order to benefit from the special education program. ☐ Related services are provided as indicated in the IEPs of students with disabilities. * Collaboration among regular and special education to help students with disabilities progress in the general curriculum increases. * The percentage of students with disabilities served at each point of the continuum is comparable to national/state data. * Placement options on the continuum are made available to the extent necessary to implement Each student's IEP, including community based options for preschoolers. * Related services are available in a variety of settings, including regular education classrooms, as appropriate.
DATA SOURCES: Lists of programs and delivery models currently available, preschool through high school. Procedures for providing a free appropriate public education for students with newly identified disabilities or students with disabilities transferring to the LSS/SOP. Certification status of teachers. Placement options available within a specific program area (resource, self-contained, collaborative teaching etc.) IEPs, including placement minutes. Cooperative and/or shared service arrangements. RVI services. Written agreements developed locally between agencies.	
COMMENT:	

34 CFR 300.551, 556

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VI. LEAST RESTRICTIVE ENVIRONMENT 34. Students with disabilities **participate in nonacademic and extracurricular activities** with students who are not disabled to the maximum extent appropriate. **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ Students with disabilities participate in nonacademic activities (such as meals, assemblies, field trips, recreation activities, recess, library time etc.) with students who are not disabled, to the maximum extent appropriate. ☐ Students with disabilities have access and the opportunity to participate in extracurricular activities (such as school-sponsored clubs, sports, social activities etc.) with students who are not disabled to the extent determined appropriate for the individual student by the IEP team. ☐ Options and rationale documented in the IEP/placement minutes explain the extent to which a student with a disability has been determined to be unable to participate in nonacademic or extracurricular activities. * Opportunities increase, as appropriate, for students with disabilities to participate with non-disabled peers in non-academic and extracurricular activities.
DATA SOURCES: Interviews or questionnaires. Students' schedules for meals, assemblies, library time, field trips, recreation, recess etc. with students who are not disabled. Placement minutes. IEPs. Local data.	
COMMENT:	

34 CFR 300.306, 300.553

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VII. CONFIDENTIALITY	CRITERIA:
35a. Parents can **inspect and review any education records** relating to their children that are collected, maintained, or used by the agency. **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	☐ The LSS/SOP permits parents to inspect and review any education records relating to their children that are collected, maintained, or used by the agency. ☐ The LSS/SOP complies with a request from a parent to inspect or review education records without undue delay and before any meeting regarding an IEP or any hearing, and in no case more than 45 days after the request has been made. ☐ The LSS/SOP provides explanations and interpretations of the records in response to reasonable requests. ☐ The LSS/SOP provides copies of the records if failure to do so would effectively prevent the parent from exercising the right to inspect and review the records. ☐ The LSS/SOP allows representatives of the parent to review the records. ☐ The LSS/SOP restricts a parent's access to the records only if the LSS/SOP has been advised that the parent does not have authority under state law governing guardianship, separation, or divorce.

DATA SOURCES: Confidentiality policy and procedures. Parents' Rights document. Interviews or questionnaires. Student records. Records of amendments. Releases. Interviews or questionnaires. Due process hearing documents. Consent forms for release of information. Policies and procedures and documentation of information available to parents when a due process hearing is requested. SST referral procedures. Lists of types and locations of records. Destruction of records policy and procedures. Form for requesting destruction of data. School visits.

COMMENT:

34 CFR 300.562, 99.4

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VII. CONFIDENTIALITY 35b. The LSS/SOP **documents parties who obtain access** to student records. **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ The LSS/SOP maintains documentation of parties obtaining access to student records, except parents and authorized personnel of the LSS/SOP/SEA. ☐ The LSS/SOP maintains a list of the positions/titles of personnel who have access to students' records. ☐ Students' records contain access sheets that document persons who have reviewed the records, the dates and the purposes of the reviews. ☐ The LSS/SOP has policies and procedures to ensure that only persons who are working with a student with disabilities are permitted to review that student's record. ☐ No students, including student interns or office workers, have access to the records of students with disabilities.

DATA SOURCES: Confidentiality policy and procedures. Parents' Rights document. Interviews or questionnaires. Student records. Records of amendments. Releases. Interviews or questionnaires. Due process hearing documents. Consent forms for release of information. Policies and procedures and documentation of information available to parents when a due process hearing is requested. SST referral procedures. Lists of types and locations of records. Destruction of records policy and procedures. Form for requesting destruction of data. School visits.

COMMENT:

34 CFR 300.563, 572, 99.4

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VII. CONFIDENTIALITY 35c. Parents review and inspect **only the information related to their child** or are informed of that specific information if any educational record contains information on more than one student. **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ The LSS/SOP permits parents of students with disabilities to inspect or review only the information relating to their child or to be informed of that information. ☐ The LSS/SOP has policies and procedures that ensure that records maintained on students with disabilities contain only information on a single student. ☐ No record, report or log is released to a parent that contains personally identifiable information on other students. ☐ The LSS/SOP responds to parents for reasonable requests for interpretation or explanation of the records.
DATA SOURCES: Confidentiality policy and procedures. Parents' Rights document. Interviews or questionnaires. Student records. Records of amendments. Releases. Interviews or questionnaires. Due process hearing documents. Consent forms for release of information. Policies and procedures and documentation of information available to parents when a due process hearing is requested. SST referral procedures. Lists of types and locations of records. Destruction of records policy and procedures. Form for requesting destruction of data. School visits.	
COMMENT:	

34 CFR 300.564, 99.4

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VII. CONFIDENTIALITY 35d. The LSS provides to parents, on request, **a list of the types and the locations of education records** collected and maintained. **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ The LSS/SOP provides to parents, on request, a list of the types and location of education records collected, maintained or used by the agency.
DATA SOURCES: Confidentiality policy and procedures. Parents' Rights document. Interviews or questionnaires. Student records. Records of amendments. Releases. Interviews or questionnaires. Due process hearing documents. Consent forms for release of information. Policies and procedures and documentation of information available to parents when a due process hearing is requested. SST referral procedures. Lists of types and locations of records. Destruction of records policy and procedures. Form for requesting destruction of data. School visits.	
COMMENT:	

CFR 300.565, 99.4

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VII. CONFIDENTIALITY 35e. The LSS/SOP implements appropriate procedures regarding fees charged for copies of records. COMPLIANCE: ☐ Verified ☐ Not Verified ☐ Systemic ☐ Isolated	CRITERIA: ☐ The LSS/SOP may charge a fee for copies of records made for parents if the fee does not effectively prevent the parents from exercising their right to inspect and review those records. ☐ The LSS/SOP does not charge a fee to search for or retrieve information.
DATA SOURCES: Confidentiality policy and procedures. Parents' Rights document. Interviews or questionnaires. Student records. Records of amendments. Releases. Interviews or questionnaires. Due process hearing documents. Consent forms for release of information. Policies and procedures and documentation of information available to parents when a due process hearing is requested. SST referral procedures. Lists of types and locations of records. Destruction of records policy and procedures. Form for requesting destruction of data. School visits.	
COMMENT:	

34 CFR 300.566, 99.4

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VII. CONFIDENTIALITY 35f. The LSS/SOP implements appropriate procedures for **amendments of records** at parents' request. **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ The LSS/SOP permits parents, upon request, to have their student's records amended if they believe that the information collected, maintained or used by the LSS/SOP is inaccurate, misleading, or violates the privacy or rights of the student. ☐ Appropriate procedures are followed in acting on such a request. ☐ The LSS/SOP decides whether to amend the information in the student's record in accordance with the parent's request within a reasonable amount of time of receipt of the request. ☐ If the LSS/SOP decides to refuse to amend the information in accordance with the parent's request, the LSS/SOP shall inform the parent of the refusal and advise the parent of the right to request a hearing.
DATA SOURCES: Confidentiality policy and procedures. Parents' Rights document. Interviews or questionnaires. Student records. Records of amendments. Releases. Interviews or questionnaires. Due process hearing documents. Consent forms for release of information. Policies and procedures and documentation of information available to parents when a due process hearing is requested. SST referral procedures. Lists of types and locations of records. Destruction of records policy and procedures. Form for requesting destruction of data. School visits.	
COMMENT:	

34 CFR 300.567, 568, 569, 570, 99.4

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VII. CONFIDENTIALITY 35g. The LSS/SOP implements appropriate procedures for **hearings to challenge information** in educational records. **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ If, as a result of the hearing, the LSS/SOP decides that the information is inaccurate, misleading, or violates the privacy or other rights of the student, it shall amend the information accordingly and so amend the record. ☐ If, as a result of the hearing, the LSS/SOP decides that the information is NOT inaccurate, misleading, or violates the privacy or other rights of the student, it must inform the parent of the right to place a statement in the record that comments on the information and the reasons for disagreeing with the decision of the agency. ☐ The LSS/SOP maintains this information as part of the student's record as long as the record or contested portion is maintained by the agency. ☐ If the record of the student or the contested portion is disclosed by the LSS/SOP to any party, the explanation must also be disclosed to the party. ☐ Hearings are conducted in accordance with the Family Educational Rights and Privacy Act.

DATA SOURCES: Confidentiality policy and procedures. Parents' Rights document. Interviews or questionnaires. Student records. Records of amendments. Releases. Interviews or questionnaires. Due process hearing documents. Consent forms for release of information. Policies and procedures and documentation of information available to parents when a due process hearing is requested. SST referral procedures. Lists of types and locations of records. Destruction of records policy and procedures. Form for requesting destruction of data. School visits.

COMMENT:

34 CFR 300.569, 570, 99.4

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VII. CONFIDENTIALITY 35h. The LSS/SOP implements appropriate procedures to obtain parental **consent for release of records**. **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ The LSS/SOP has policies and procedures that ensure that the parents are notified when their child's record is released to another LSS/SOP/state agency. ☐ Signed parental consent is obtained before disclosure of information to anyone or in any manner other than ☐ Parents, guardians, surrogate or eligible students ☐ School officials ☐ In connection with a student's application for or receipt of financial aid ☐ Organizations conducting studies on behalf of an education agency ☐ Accredited agencies ☐ In compliance with a court order or subpoena with reasonable attempts at notification to the parent. ☐ Authorized state and federal representatives evaluating or auditing federally-supported educational programs. ☐ There is documentation in students' records that the parents are notified when records are released. ☐ Consent is not required for disclosure of records to appropriate authorities when a crime has been committed. ☐ A LSS/SOP reporting a crime may transmit copies of the special education and disciplinary records to the authorities to the extent allowed by the Family Education Rights and Privacy Act (FERPA). ☐ When appropriate, signed consent for release of records is obtained before records are released to other agencies that are not school systems. NOTE: The Department of Juvenile Justice that operates Youth Development Campuses and Regional Youth Development Centers is considered to be a school system.

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DATA SOURCES: Confidentiality policy and procedures. Parents' Rights document. Interviews or questionnaires. Student records. Records of amendments. Releases. Interviews or questionnaires. Due process hearing documents. Consent forms for release of information. Policies and procedures and documentation of information available to parents when a due process hearing is requested. SST referral procedures. Lists of types and locations of records. Destruction of records policy and procedure. Form for requesting destruction of data. School visits.
COMMENT:

34 CFR 300.529, 300.571, 99.4

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VII. CONFIDENTIALITY 35i. The LSS/SOP implements appropriate procedures for **destroying information**. **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	**CRITERIA:** ☐ The LSS/SOP implements policies and procedures that ensure that parents, and/or the student, when appropriate, are given adequate notice that the personally identifiable information is no longer needed to provide educational services to the student, and that the LSS/SOP intends to destroy the student's records. ☐ Personally identifiable information is destroyed at the request of the parent. * A permanent record of a student's name, address and telephone number, grades, attendance record, classes attended, grade completed, and year completed may be maintained without time limitation.
DATA SOURCES: Confidentiality policy and procedures. Parents' Rights document. Interviews or questionnaires. Student records. Records of amendments. Releases. Interviews or questionnaires. Due process hearing documents. Consent forms for release of information. Policies and procedures and documentation of information available to parents when a due process hearing is requested. SST referral procedures. Lists of types and locations of records. Destruction of records policy and procedures. Form for requesting destruction of data. School visits.	
COMMENT:	

CFR 300.573, 99.4

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VII. CONFIDENTIALITY	CRITERIA:
36. **A LSS/SOP official has been appointed to assume responsibility for ensuring the confidentiality** of personally identifiable information maintained on students. **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	☐ The LSS/SOP has appointed an official at the central office level and at each school to assume responsibility for ensuring that all requirements for confidentiality of personally identifiable information are adequately met for students with disabilities.
DATA SOURCES: Name of designated person at the central office. Name of designated person at the individual schools. Interviews or questionnaires.	
COMMENT:	

34 CFR 300.572

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VII. CONFIDENTIALITY	CRITERIA:
37. **All persons collecting or using student data receive instructions** regarding the policies and procedures for handling confidential information. **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	☐ The LSS/SOP implements policies and procedures that ensure that all personnel who collect, access, review, or use any information maintained in students' special education records receive information regarding policies and procedures for appropriately handling personally identifiable information. ☐ All newly hired personnel receive training in confidentiality requirements. ☐ Documentation is maintained that all personnel, including general and special education administrators, special and general education teachers, secretaries, clerical staff, paraprofessionals, etc. have received training in confidentiality requirements.
DATA SOURCES: In-service training schedules. Documentation of in-service training. Documentation of confidentiality training or dissemination of confidentiality requirements. Interviews or questionnaires.	
COMMENT:	

34 CFR 300.127, 300.572

VIII. COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT/ SCHOOL IMPROVEMENT

38. The LSS/SOP maintains and supports a system of **staff development** that includes procedures for training on research findings, best practices, legal requirements, etc.

COMPLIANCE:

- ☐ **Verified**
- ☐ **Not Verified**

- ☐ **Systemic**
- ☐ **Isolated**

NOTE: Any asterisked item included on a compliance requirement criteria page indicates local data which should be collected, analyzed, and used in local planning to address improved results for students with disabilities.

CRITERIA:

- ☐ Training related to special education is provided for regular and special education personnel including teachers, paraprofessionals, administrators, and related services providers.
- ☐ Regular and special education teachers, special education and regular administrators, related services personnel, educational interpreters, and paraprofessionals receive systematic training in a variety of topics related to special education including research findings and best practices.
- ☐ Compliance Review findings indicate that personnel are aware of and implementing the requirements of the Individuals with Disabilities Education Act, the corresponding federal regulations and Georgia special education rules.
- ☐ The LSS/SOP maintains documentation of participation in staff development, including parent training.

- ✳ The number of parents and staff participating in training increases.
- ✳ Training and information dissemination addresses identified needs of parents, students with disabilities, and staff.
- ✳ Utilization of opportunities, technical assistance, and information by parents, students and staff increases.
- ✳ The provision of training and informational materials in a wide variety of formats, languages, and locations, increases.
- ✳ Instructional content includes a variety of adaptations of the general curriculum or, for preschool students, age appropriate activities.
- ✳ The use of a variety of instructional methodologies and strategies increases, as appropriate.
- ✳ In-service training addresses identified CSPD needs.
- ✳ Staff development addresses the specific knowledge and skills and abilities to serve the unique needs of students with disabilities.
- ✳ Training for LRE is provided to address identified needs of parents, students with disabilities, and staff.

DATA SOURCES: Staff development needs assessment. Staff development activities schedules. Interviews or questionnaires. System-wide staff development coordinator interview. Staff development participation records. Local data.

COMMENT:

34 CFR 300.380

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VIII. COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT/SCHOOL IMPROVEMENT 39. The LSS/SOP employs **appropriately certified and/or licensed professionals.** COMPLIANCE: ☐ Verified ☐ Not Verified ☐ Systemic ☐ Isolated	CRITERIA: ☐ Each special education teacher employed by the LSS/SOP holds current special education certification in one or more areas of special education based on the requirements of the Georgia Professional Standards Commission. ☐ Assignment of students to teachers is appropriate for the teachers' certification. ☐ Students with disabilities do not receive services from teachers who do not hold the appropriate certification to teach the appropriate category of disability. ☐ Each psychologist employed by the LSS/SOP holds the appropriate certification based on the requirements of the Georgia Professional Standards Commission. ☐ Extended school year (ESY) special education and related services necessary to meet an individual student's needs are provided by qualified personnel. * Other service providers employed or contracted by the LSS/SOP hold the current appropriate credential (certificate/license) for the service to be performed. * The district employs enough qualified individuals to conduct/interpret evaluation results within timelines. * There is a sufficient number of qualified teachers and related services providers/personnel to meet the needs of all identified students with disabilities in the LSS/SOP. * LSSs/SOPs take effective steps, including working with the state agency if necessary, to ensure that no students with disabilities are denied needed services due to personnel shortages. * The use of temporary, provisional, or emergency certifications for personnel who provide services to students with disabilities decreases. * The percentage of teachers who transfer out of the field of special education decreases. * Personnel training necessary to carry out administrative and service provision responsibilities for students with disabilities, increases. (Indiana) * Pre-service and in-service training, addressing specific knowledge and abilities that staff need to serve the unique needs of students with disabilities including students with low incidence disabilities, increases.
DATA SOURCES: Personnel lists including current assignments and certification/licenses . List of special education or related services personnel vacancies. Records of recruitment activities. Interviews or questionnaires. Local data.	
COMMENT:	

34 CFR 300.380

IX. USE OF FUNDS	CRITERIA:
43. Federal funds are expended according to priorities outlined in the *Georgia Special Education Rules.* **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	☐ Accounting records track the expenditures of the current fiscal year's budgets based on the amounts indicated in each budget category in the budgets approved by the Division for Exceptional Students. ☐ Accounting records verify that funds are being expended only for items in approved budgets. ☐ A written inventory is maintained for equipment purchased with Title VI-B and Federal Preschool grant funds. The inventory includes the item, serial number, and current location (building and room) of the equipment. **NOTE**: Equipment with over $5000 cost and a shelf life of two years or more is to be inventoried. ☐ For a LSS that serves students with disabilities in charter schools, IDEA funds are provided in the same manner as it provides those funds to its other schools. ☐ For a LSS that may use Medicaid or other public insurance benefits programs in which a student participates to provide or pay for services required under FAPE, the requirements of IDEA 300.142 and Georgia Special Education rule 160-4-7-.04 (k, l) are followed. ☐ For a LSS that provides special education and related services to students with disabilities, aged 3-21, placed by the parents in private schools, a proportionate share of IDEA funds is set aside for use toward eligible private school students' services provision.

DATA SOURCES: Review of approved budgets, purchase orders, inventories. Proper labeling of non-consumable Title VI-B and Preschool Grant equipment. Procedures for expending funds. Interviews or questionnaires. Building visits. Excess costs computations.

COMMENT:

34 CFR 300.152, 154, 156, 180, 184, 185, 190, 622, 711, 712

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X. LOCAL APPLICATIONS	CRITERIA:
41. The LSS/SOP has an **approved comprehensive plan** developed through a process that includes parental review and consultation. **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	☐ Documentation verifies that the LSS/SOP developed the annual comprehensive plan and special education budget using a procedure that provides parents with an opportunity to review and comment on the plan. ☐ The annual comprehensive plan and budgets/amendments for Title VI-B, Federal Preschool, State Preschool and Capacity Building funds is submitted in a timely manner to the Division for Exceptional Students, Georgia Department of Education. ☐ Copies of the comprehensive plan and budget correspondence are maintained to verify budget approvals prior to funds being expended.
DATA SOURCES: District liaison interview. Comprehensive plan approval letters.	
COMMENT:	

34 CFR 300.137, 138, 180, 240

X. LOCAL APPLICATIONS	CRITERIA:
42. **Accurate required reports** concerning programs for students with disabilities are furnished to the Georgia Department of Education in a timely manner. **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	☐ Currently required reports and data are submitted by the LSS/SOP to the Division for Exceptional Students in a timely manner: ☐ Special Education Comprehensive Plan, due annually. ☐ December 1 Child Count, due annually. ☐ Federal Data Report, due annually. ☐ Special Projects application, due annually for organizations using IDEA funds for supporting special projects with statewide benefit for students with disabilities. ☐ Compliance Review Self-Study Inventory, due January of the fiscal year before the year of the scheduled Compliance Review on-site visit. ☐ Compliance Review data as requested by the team leader, due prior to the on-site program review. ☐ Questionnaires due by the date of the Compliance Review on-site visit. ☐ Compliance Action Plan, due 30 working days after the receipt of the Compliance Review report. ☐ The LSS/SOP maintains records of the original source data to verify the accuracy and correctness of reports submitted to the Division for Exceptional Students.

DATA SOURCES: Comprehensive Plan. Federal Data Report. Interview with state federal program coordinator. District liaison interview. December 1 Child Count Report. Title VI-B special projects reports. Record reviews. Data includes number of students by age and race who: are receiving FAPE; are served in separate classes, schools, or residential facilities; stopped receiving services; were removed to an AES and the reason for the removal; were subject to suspension or expulsion. Information on state and districtwide assessments. Disproportionality data.

COMMENT:

CFR 300.240, 76.734, 300.137, 750, 753, 754, 755

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XII. PRIVATE SCHOOLS	CRITERIA:
1. The LSS consults with appropriate representatives of private schools to **determine how to locate, evaluate, and provide special education and related services to students with disabilities** enrolled by their parents in a private school. **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	☐ The LSS consults with private schools to determine how to conduct the December 1 Child Count for students with disabilities enrolled by their parents in a private school. ☐ The December 1 Child Count is used to determine the amount of funds that the LSS must spend during the next fiscal year for special education and related services for students with disabilities enrolled by their parents at a private school. ☐ After consultation with private schools, the LSS decides: ☐ Which students with disabilities enrolled by their parents will receive services, ☐ What services will be provided, and ☐ How and where services will be provided and evaluated.

DATA SOURCES: Policies and procedures. Interviews or questionnaires. List of any private school in the jurisdiction of the school district where students are enrolled. Applicable student records.

COMMENT:

34 CFR 300.451, 453

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XII. PRIVATE SCHOOLS	CRITERIA:
2. The LSS initiates and conducts meetings with the private school representatives to develop, review, and revise a **"services plan"** for a student with a disability enrolled by the parent at a private school. **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	☐ The LSS initiates and conducts meetings with the private school representatives to determine which students with disabilities enrolled by their parents will receive special education and related services. ☐ Each student with a disability enrolled by the parents at a private school has a "services plan" that describes: ☐ What special education and related services will be provided, and ☐ How and where the special education and related services will be provided and evaluated. ☐ The "services plan" is developed, reviewed and revised in accordance with the procedures for IEP development. ☐ A representative of the private school is invited to attend the meeting (or otherwise participate through means such as telephone calls) to develop the "services plan".
DATA SOURCES: Policies and procedures. Interviews or questionnaires. List of any private school in the jurisdiction of the school district where students are enrolled. Applicable student records.	
COMMENT:	

34 CFR 300.452, 454, 455

XII. PRIVATE SCHOOLS	CRITERIA:
3. The LSS **provides special education and related services in accordance with a "services plan"** to students with disabilities enrolled by the parent at a private school. **COMPLIANCE:** ☐ **Verified** ☐ **Not Verified** ☐ **Systemic** ☐ **Isolated**	☐ The LSS implements the "services plan" for each private school student with a disability enrolled by the parent who has been designated to receive special education and related services. ☐ If necessary for the student to benefit or participate in the special education and related services, the student is provided with transportation from either the student's school or home to a site other than the private school and from the services back to the private school or home. ☐ The LSS maintains a list of students with disabilities who have been enrolled in private schools by their parents and have "services plans" for the current school year.

DATA SOURCES: Policies and procedures. Interviews or questionnaires. List of any private school in the jurisdiction of the school district where students are enrolled. Applicable student records.

COMMENT:

34 CFR 300.452, 456

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